



Pearson
Edexcel

GCSE (9–1) English Language

Paper 2: Non-Fiction and
Transactional Writing (1EN0/02)

Exemplar Scripts and
Commentaries

November 2022 Series





Page

Introduction	3
Section A	
Question 1	4–5
Question 2	6–7
Question 3	8–21
Question 4	22–23
Question 5	24–25
Question 6	26–35
Question 7	36–55
Section B	
Question 8	56–66
Question 9	66–77



Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Language Paper 2: Non-Fiction and Transactional Writing (1EN0/02)
- The responses in this pack were taken from the November 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 0333 016 4120 or teachingenglish@pearson.com



Section A: Reading

Question 1

Script 1

1 From lines 6–9, identify **two** things Elsa does.

1 'looks inside the lorry'

2 Calling for ~~the~~ the man's wife

(Total for Question 1 = 2 marks)

Examiner comment and mark:

2 valid points. The 'own words' of 'for the man's wife' is acceptable.

2 marks

Script 2

1 From lines 6–9, identify **two** things Elsa does.

1 she (looked inside the lorry)

2 She spends the whole day with George

(Total for Question 1 = 2 marks)

Examiner comment and mark:

2 valid points from the mark scheme.

2 marks

Script 3

1 From lines 6–9, identify **two** things Elsa does.

1 goes to the studio with narrator

2 she is stated to be "going to her meat."

(Total for Question 1 = 2 marks)

Examiner comment and mark:

1 valid point from the mark scheme. The second point is not from the given lines.

1 mark



Script 4

1 From lines 6–9, identify **two** things Elsa does.

1 'She appeared from across the river'

2 'She made a great fuss'.

(Total for Question 1 = 2 marks)

Examiner comment and mark:

No marks awarded as this is not the selected lines (it is lines 3–4).

0 marks



Question 2

Script 1

2 Read this extract.

A quarter of an hour later she suddenly appeared from across the river, looking very fit with plenty of flesh on her bones. She must have killed at least once since I left her eleven days before. She gave me a tremendous welcome. She had some scars, probably caused in the struggle with her last kill, but they were superficial and had hardly penetrated the skin.

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 'very fit'
- 2 'Some scars'

(Total for Question 2 = 2 marks)

Examiner comment and mark:

2 valid points offered. This is a minimalist, efficient answer.

2 marks

Script 2

2 Read this extract.

A quarter of an hour later she suddenly appeared from across the river, looking very fit with plenty of flesh on her bones. She must have killed at least once since I left her eleven days before. She gave me a tremendous welcome. She had some scars, probably caused in the struggle with her last kill, but they were superficial and had hardly penetrated the skin.

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 Looking very fit with plenty of flesh on her bones
- 2 She had some scars

(Total for Question 2 = 2 marks)

Examiner comment and mark:

2 marks awarded (there are 3 correct points here).

2 marks



Script 3

2 Read this extract.

A quarter of an hour later she suddenly appeared from across the river, looking very fit with plenty of flesh on her bones. She must have killed at least once since I left her eleven days before. She gave me a tremendous welcome. She had some scars, probably caused in the struggle with her last kill, but they were superficial and had hardly penetrated the skin.

From the extract, give **two** ways the **writer describes Elsa's appearance**.

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

- 1 She must have killed at least once since I left her.
- 2 She had some scars on her face skin.

(Total for Question 2 = 2 marks)

Examiner comment and mark:

1 valid point. The first point made is not about her appearance.

1 mark

Script 4

2 Read this extract.

A quarter of an hour later she suddenly appeared from across the river, looking very fit with plenty of flesh on her bones. She must have killed at least once since I left her eleven days before. She gave me a tremendous welcome. She had some scars, probably caused in the struggle with her last kill, but they were superficial and had hardly penetrated the skin.

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 "she had some scars."
- 2 She's depicted as "fit" and hunts so the writer infers she is strong.

(Total for Question 2 = 2 marks)

Examiner comment and mark:

2 marks – although the candidate goes on to look at something which is not related to appearance, they have already achieved their marks and could have stopped after 'fit'.

2 marks



Question 3

Script 1

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

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer uses language and structure to interest and engage the reader.

The writer does this by using the structural technique of a diary structure, by using this technique it makes the reader more drawn as the text is changing throughout instead of stay the same.

The language features and techniques engage the reader because the writer uses very described language for example "plenty of flesh on her bones." by the writer giving described language thought it makes the reader understand and feels like they are there and have seen the character for themselves rather than just reading the text like they are.

Examiner comment and mark:

The response starts with a repetition of the question as a brief introduction but moves on to make a couple of points.



In the second paragraph the candidate identifies a 'diary structure' and makes a straightforward comment about the effect on the reader who is 'more drawn'. In the final paragraph there is a reference to 'described language' supported by a quotation. The candidate does not offer any context for the quotation or make reference to the fact that it is describing Elsa, the lion.

They make a very general comment about how language 'make the reader understand and feels like they are there', but there is no reference to how language is used within this particular text.

Overall, this short response meets all Level 1 criteria but there is insufficient development to move into Level 2.

Level 1 - 3 marks



Script 2

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

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer uses ~~punctuation~~ emotive language to describe how Elsa was not there at the camp this is in the quote "I went to visit Elsa on the 16th ... there was no sign of Elsa." This projects a ^{nautious} ~~nautious~~ 'felling' to the reader and the nerve-racking and neglecting feeling. This engages the reader because what if Elsa survived and is ^{Required} ~~with~~ ~~her~~ ~~lion~~ or if something distraught had happened to her since the last time he saw her.

The writer uses dates to ^{provide} ~~structure~~ a structural opening to a next set of ~~these~~ ~~same~~ paragraphs, therefore engaging the reader and putting ~~on~~ a true understanding to how long Elsa could ~~of~~ been missing.

The writer inflicts a nerve-racking effect ^{to} ~~on~~ ~~the~~ ~~reader~~ engage the reader, the lion ~~is~~ nowhere



to be seen, this is shown in the quote "there was no sign of Elsa" Elsa has gone missing ~~the~~ this has created suspense for the reader and therefore engages ~~with~~ ~~the~~ them. ~~later on in the text the~~

later on the writer uses hyperbole's ~~later~~ show in the quote "she was rather full of beans and twice knocked me over, once into a thorn bush!" The owner was amazed by how much energy this lion had.

Examiner comment and mark:

This response includes comments on the language used, rather than explaining anything. The references selected do not always support the points being made, for instance the initial emotive language idea is not supported by evidence that includes emotive language. The nerve-wracking effect point is made twice, using the same evidence: 'There was no sign of Elsa'.

The point about hyperbole moves towards explanation, but is still more a comment: 'the owner was amazed by how much energy this lion had'.

There is nothing on structure. The best fit mark for this response is 5, in the middle of Level 2.

Level 2 - 5 marks



Script 3

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

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

In this extract we are seeing an unusual relationship between a human and a lion. We see that everytime the writer talks about something that happened, there is always a specified date and sometimes time as well telling where and when a certain action happened. We also see that George and Elsa have some kind of a routine, for example multiple times throughout the text we see the quote "she would go to studio with me". This suggests that Elsa developed trust for George since she was a cub and that trust continued to grow throughout the month. We see writer using multiple language techniques, one of those is Facts.

The writer is constantly giving us focus about activities that he is doing, but also how Elsa has been



changing since she was a ~~cup~~ George is also telling us the routines that him and ~~Elisa~~ Elsa had.

When talking about a structure of a text we mean how is it made up to interest the reader to read more. Text A starts off by the writer telling us what he has done in the past couple of days and how they went with being Elsa. After describing what he has done, George swaps the theme and starts explaining to us what Elsa has been doing. Writer finishes the extract off by talking about the change George sees in Elsa, and she became for suitable to be on her own without the need of help from anyone.

Affect on the reader is an important thing to talk about, because not everybody will feel the same way after reading an extract or a book. In the case of this extract, it's a



Very positive and heart warming extract.
This is because it shows that humans
and wild animals can be closely
connected together without conflict

Examiner comment and mark:

This response presents an overview: 'we are seeing an unusual relationship between a human and a lion'. There is an early point about structure ('specified time and ... date' used as signposts) and some explanation of the kind of relationship that exists ('routine' and 'trust'). The point on 'facts' as a language technique is not particularly developed and the second paragraph lacks specific references and detail. The point about structure in the third paragraph is generic and, although there is some overall summary and explanation of what the writer is telling us, there is no focus on language and nothing on the effect on the reader.

The reference to 'affect [sic] on the reader' is, again, initially generic but there are valid assertions about it being 'positive' and 'heart warming', with a concluding comment.

There is some explanation but the lack of close reading and exemplification keeps the response just into Level 3.

Level 3 - 7 marks



Script 4

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

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

Language is used in the extract to engage the reader by personifying the lion to make it appear more ~~more~~ relatable. An example of this is when the lion 'adopted the same aloof manner' shows ~~that the writer~~ that the writer is trying to make the lion sound more humanistic in the way that it acts towards humans ~~and~~, this would make it easier for the audience to ~~understand~~ ~~that the lion~~ empathise with the lion, thus making the extract more engaging to read.

Another way language and structure is used is in the third paragraph of the extract when the writer puts 'still ~~has~~ no ~~remembrance~~ or sign of her contacting lions' This simple sentence puts emphasis on the fact that the lion has made no attempt to communicate with her own species and instead feels ~~more~~ closer with her human family. This quote is also ~~an example of~~ another example of personification because the lion is ~~is~~ displaying



Human behaviour by Making no attempt to find a new family because she feels safe and close with the human one she has.

Another way the writer has used ^{Language} ~~structure~~ to engage the reader is when the lion is said to have a 'routine'. When the writer gets to see the lion again, she is described to have 'settled down' and go to her 'usual routine'. This shows that Elsa feels comfortable ~~with the writer~~ and can do what she wants around her without feeling unsafe. ~~the~~ This shows ~~to~~ the reader that the lion has integrated his self with the humans seamlessly and could make the reader feel like the lion is more human than animal.

Examiner comment and mark:

This response begins by identifying personification and evidences this point with 'adopted the same aloof manner'. There is reference to the reader with the comment on empathising with the lion, so the candidate has commented on effect. This is quite a precise point that addresses the demands of the question.

The second paragraph identifies a structural point, 'this simple sentence', followed by some explanation of the closeness of the lion to humans rather than to lions. The subsequent identification of personification at the bottom of the page is less clear and focused. The next point, about Elsa feeling safe with humans and not finding 'a new family' is valid, but could be further developed in terms of language techniques or structural techniques used to portray this message.

The third paragraph explains the writer's use of the word 'routine' and how Elsa has 'settled down'. The candidate uses appropriate references here and is able to explain how this choice of language shows how Elsa is comfortable with the writer. The impact on the reader is also explained.

This response meets all the demands of Level 3. Both language and structure are covered, there is explanation throughout, references are appropriate and relevant and the candidate refers each point to the effect on the reader.

There are times when it appears to be moving towards exploration, but the response stops just short of this, meaning that the response remains at the top of Level 3.

Level 3 - 9 marks



Script 5

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

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

Throughout the text the author uses time stamps to illustrate the progression of Elsa. On the "5 March" 1959 he discovered "thin and hungry" Lion highlighting that by this point Elsa had not fully adapted to life in the wild. However only a fortnite later on "19 March" she appeared "fit with plenty of flesh on her bones" illuminating her adaptation as she has "plenty of flesh" highlighting that she had become a proficient hunter compare to when she was "thin" this adjective has connotations of a poor adaptation to life alone by this point as she had struggled to build flesh. The use of time stamps allows the reader to easily follow the happening allowing them to more effectively engage with Elsa's journey.

In addition pathos is repeatedly used in Elsa's relationship with George.



George as to begin with she arrived only
"fifteen minutes after my arrival" and
would "spend the whole day with me" showing
that she was still very attached to
Jog and George illustrating a strong
emotional connection ~~at~~ allowing the
reader to resonate with the book.
Yet upon his second arrival
"there was no sign of Elsa" and "spent
most of the days with me" highlighting
she had started to become more
wild this is reinforced as "she had
some scars" highlighting she had begun
to embrace what a lion truly is and
lose that emotional connection with
the reader. creating a sense of sympathy
as the reader can imagine that connection
being lost ~~and~~, yet giving hope she may
thrive in her new environment

Examiner comment and mark:

The response starts by focusing on 'time stamps' and explaining how these are used to show progression of Elsa in the text. The candidate explains how both structure, temporal markers ('5th March 1959', '19th March'), and language, descriptions of Elsa ('thin and hungry', 'fit with plenty of flesh') are used to influence readers. There is clear explanation and some exploration of the effects on the readers and points are fully supported with appropriate and relevant references.

In the second part of the response, the candidate discusses the pathos and emotional connection between Elsa and George and explores how both structure (indicated by temporal markers) and language ('there was no sign of Elsa', 'she had some scars') affect the reader and reader's response. The ideas are explored rather than explained.

The candidate demonstrates sound understanding of the text, considers both structure and language in the response, attempts to explore effects, with the points not always expressed in the clearest way possible. This response fulfils all the criteria in Level 3 and with some exploration and some detail moves into Level 4 with a mark of 10.

Level 4 - 10 marks



Script 6

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

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

In the extract, 'Born Free', the writer has established ~~created~~ the ~~a~~ loving relationship between ~~the~~ ~~two~~ Elsa, wild animal, and ~~the~~ George. Instantly a short sentence, 'She must have heard the lorry,' implies the idea Elsa can understand when George ~~is~~ ^{has} arrived therefore suggests the happiness she feels to find somebody she knows come to her, even though 'she made a fuss'. The ~~verb~~ word 'fuss' ~~emphasises~~ suggests the writer has included realistic human characters and given them to Elsa, implying the tone used as to describe Elsa as a child. To further support the idea, Elsa 'absolutely refused' to leave. The adverb 'absolutely' creates a comical tone which allows the reader to understand, wild animals such as Elsa are young and have the same personalities as a human child. However, some characteristics do not exist on a human such as when Elsa is 'quite fierce' revealing her



true nature. The adjective 'fierce' highlights Elsa ~~being~~ being aggressive or possessive of her 'meat'; the writer has done this ~~all over~~ to provide an ~~impression~~ ^{impression and} reminder to the readers how animals are not someone to try and mess around with them, employing the idea of Elsa being dangerous.

As the extract further progresses, the writer uses a verb 'deposited' to ~~suggest~~ provide a comical tone which shows the behaviour of Elsa being funny and playful. This clearly juxtaposes with her being 'fierce' and therefore eases the readers tense atmosphere, creating a safe environment.

On 19th March 1959, the writer has ~~provided~~ established the fear of losing Elsa. The writer includes a hyphen '-' there was no sign of Elsa' to employ the idea of being afraid to lose someone you love. The hyphen is used to ~~provide~~ allow the reader to further understand and sympathise with George's feelings. The writer continues to develop fear as ~~the~~ George mentions using a short sentence, ~~there~~



'Still no signs?' The short sentence highlights George's worry as he ~~has~~ he is lost for words because Elsa is not around. It further suggests how Elsa can keep George's conversation going between ~~to~~ Joy and him. Luckily she 'suddenly' appeared. The adverb provides relief for both the reader and George.

Towards to end of the extract the writer uses an exclamative sentence 'she was rather full of beans ... into a thombush!' to further establish the playful relationship, both Elsa and George have. This touches the readers hearts as there is an emotional attachment between the two. Unfortunately, sooner or later their relationship will begin to be more distant as Elsa become 'more independant'. The intensifier 'more' reveals to terror in George and the reader as the relationship may begin to slowly end.

Examiner comment and mark:

The response contains evidence of analysis throughout. This starts with the examination of the use of the short sentence 'she must have heard the lorry' and how this demonstrates Elsa's happiness to see George. The response also picks up on the comical tone of the extract and how Elsa is portrayed as being similar to a child.

The analysis continues on the second page where there is an astute point about the juxtaposition between Elsa being presented as 'fierce' whilst also being 'funny and playful.'

There is also an analytical structural point about how the hyphen and short sentence are used to convey tension. The point on the last page about the 'terror' George feels about the end of the relationship misses the understanding of the way that the couple are trying to return Elsa to the wild.

Overall, the response demonstrates analysis of how both language and structure are used to achieve effects and influence readers and there is discriminating use of references.

Level 5 - 14 marks



Question 4

Script 1

4 From lines 4–8, identify **one** action taken by the camera crew.

~~one chick died as it tried to get out of~~
~~the ravine~~ After being moved to the tears
by the flight. (Total for Question 4 = 1 mark)

Examiner comment and mark:

1 mark achieved.

1 mark

Script 2

4 From lines 4–8, identify **one** action taken by the camera crew.

The team dug a ramp in the snow
that allowed the surviving ~~penguins~~ penguins
to walk to safety. (Total for Question 4 = 1 mark)

Examiner comment and mark:

2 valid points, but only 1 mark is available.

1 mark

Script 3

4 From lines 4–8, identify **one** action taken by the camera crew.

dug a ramp

(Total for Question 4 = 1 mark)

Examiner comment and mark:

1 mark. This is a succinct response.

1 mark



Script 4

4 From lines 4–8, identify **one** action taken by the camera crew.

They had saved the penguins from freezing
to death in a gully.

(Total for Question 4 = 1 mark)

Examiner comment and mark:

No mark. The reference to 'freezing to death' is in line 3.

0 marks



Question 5

Script 1

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

He's saying the crew didn't even lay a hand on the bird they just made a gap in the ice. ~~make~~

(Total for Question 5 = 1 mark)

Examiner comment and mark:

2 valid points, only 1 mark available.

1 mark

Script 2

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

"really, all they did was make some cut in the ice"

(Total for Question 5 = 1 mark)

Examiner comment and mark:

1 valid point.

1 mark

Script 3

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

The ~~state~~ antarctic authorities have supported what we did

(Total for Question 5 = 1 mark)

Examiner comment and mark:

No mark as this is from line 24.

0 marks



Script 4

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

intervention

(Total for Question 5 = 1 mark)

Examiner comment and mark:

No mark - what Mike Gunton says implies that he feels they did not intervene.

0 marks



Question 6

Script 1

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

~~In this extract there is an attempt to~~

In this extract there is a successful attempt to show the importance of helping out by not following orders. This is shown in the extract when it says "The BBC's Natural History unit had defied a camera crew that broke the golden rule of wildlife film making by stepping in to save some penguins." If the crew had not stepped in the wildlife would not have survived and they would not have been able to record anything due to there being no wildlife left.

Examiner comment and mark:

At the start of this response the candidate offers the view that 'there is a successful attempt to show the importance of helping out by not following orders'. Much of this is a simple repetition of the question but it is linked to the idea of 'not following orders'. It is followed by a lengthy quotation which takes up three and a half lines of this brief answer.

The response concludes with a clear point about the possible consequences if the crew had not intervened.

Overall, the response is 'limited' as there is only one point and so there is insufficient evidence to move it beyond Level 1.

Level 1 - 3 marks



Script 2

- 6 In this extract, there is an attempt to show the importance of helping out.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text.

(15)

In the text I think it's achieved very successfully. If the crew didn't make that hole in the ice, the animals would of died by freezing to death and that wasn't fair. So by them doing that it shows how important of helping out is. So they successfully saved the animals and there's babies without laying a finger on them.

Some people say they done the ~~the~~ ^{wrong} thing and saying ~~the~~ it ~~intervened~~ ^{interfered} with the course of their life but that isn't true because they didn't touch them or the babies. ~~didn't stop the~~ There wasn't any other animals around so they didn't stop the food cycle. So nothing they did was wrong and it shows how important helping out is even when there could be conscience.

Everyone who was asked even sir david said he done the same thing and Mike Gunton who's the head of natural history



mosten said 'theres ^{always} ~~always~~ exceptions to this rule'. So this show many & people in that persition would of done the something so thats ^{why} ~~but~~ i belive that the writer has succestfully showed the importance of helping out even if your not supposed to.

Examiner comment and mark:

The answer begins by offering a straightforward opinion, that it 'wasn't fair' to leave the penguins and their chicks to freeze to death, thus supporting the importance of helping out. This point is repeated at the end of the opening paragraph, by stressing that the penguins and their babies were saved 'without laying a finger on them'. However, there is no indication as to why this fact is important, showing some understanding but a lack of development.

In the second paragraph, the candidate gives another very simple opinion, in that it 'wasn't true' the camera crew had 'done the wrong thing' because they 'didn't stop the food cycle'. The point indicates a grasp of the rule regarding 'intervention', but, again, there is little development, so the answer does not move from comment to explanation.

The final paragraph includes a quotation; 'there's always exceptions to this rule' (of non-intervention), which the candidate sees as showing the importance of helping out 'even if your not supposed to'.

There is a focus on how successfully the importance of helping out is shown, through details from the text in the candidate's own words, with simple comment and opinion given, suggesting a mark in Level 2. The references to the text are valid but not developed, again supporting a mark in Level 2.

Level 2 - 5 marks



Script 3

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Overall i think that this attempt was very successfully achieved due to a number of reasons. ~~The~~ In the first paragraph of the extract the writer tells us the consequences of them not stepping in to help, as it says in the text: 'To save some penguins from freezing to death.' This sentence instantly draws on the affections of the reader, ~~that~~ the reader instantly. This sentence tells the reader how bad the situation was and how some body had to help out.

Further on in the extract we find out ~~that~~ how affectionate these cameramen were towards the penguins as it says in the text, 'After being moved by tears by the plight of one chick that died.' When the loss of life is mentioned in any context, the ~~best~~ sense of empathy in a human mind instantly wants to save more lives. This ~~same~~ sentence is ~~very~~ important in the attempt and definitely helps it to be successfully achieved.

To conclude i believe that the attempt to show the importance of helping out is successfully achieved. However as we learn from ~~the~~ the extract, we have to use our common sense and it depends on the situation,



but the whole of Pickle is based on the hope of the
situation that the penguins were in, but intervention
worked well on this situation.

Examiner comment and mark:

There is some explanation of ideas and opinions and the beginnings of informed judgement. The point on ‘affections’ in the opening paragraph is not entirely correct, but there is a general idea of how the reader is affected. This is developed further in the second paragraph where the point is made about how affectionate the cameramen were towards the penguins. This is supported by evidence from the text and then partially explained: ‘this sentence is very important in the attempt and definitely helps to be successfully achieved.’

The final paragraph offers an overall judgement: ‘however, as we learn from the extract, we have to use our common sense and it depends on the situation ...’, showing some evidence of being informed. The response needs more coverage to access marks higher in Level 3.

Level 3 - 7 marks



Script 4

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

On line 6, the writer impressively shows the importance of helping out: "After being moved to tears by the plight of one chick that died as it tried to get out of the ravine". This is The writer has been impressive because he used emotions: "moved to tears" to and a death to show the depth of how ~~not~~ helping out could drastically make a difference. This is impressive because it persuades the reader ~~that~~ to help out by creating a consequence of not helping out.

On lines 1-2, the writer cleverly shows the importance of helping out: "A camera crew that broke the golden rule ... by saving penguins from freezing to death with their chicks". This is clever because the reader states that not helping out for the camera man is a golden rule but in some cases it is acceptable and important to help out. In this



case, the writer has also gone to an extreme: "from freezing to death". This is a subtle attempt to show the importance because the writer acknowledges that the penguins could die if not helped which almost makes the reader scream out telling the camera crew to help out.

Examiner comment and mark:

In the first paragraph of this response, the candidate indicates the way emotion is used in the text to highlight the 'consequence of not helping out'. This is valid, but underdeveloped, as in the second paragraph the candidate refers to the 'golden rule' and how, 'in some cases', this must be broken to help out. The candidate then returns to the point that there would be fatal consequences if there is no help.

The candidate therefore explains two of the ways in which the extract shows the importance of helping out, supported by a small number of references. Opinions are offered but judgement is limited to the use of some evaluative words and phrases ('impressively', 'drastically', 'cleverly', 'a subtle attempt') without any expansion.

A mark securely in Level 3 is appropriate.

Level 3 - 8 marks



Script 5

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract, the writer successfully portrays the importance of helping out by showing that it can have a huge ~~impact~~ positive impact and is a caring thing to do. ~~The words~~ In addition, the writer effectively emphasises the idea that the ~~people~~ camera crew that helped the penguins did 'the right thing' by the constant reference of popular people that are experts in the nature and wildlife field such as 'Sir David Attenborough' and 'Mike ~~and~~ Curzon' to add credibility that the helpful act they did really helped save the penguins and chicks' lives. Therefore, this masterfully reinforces the idea to the reader that although it could be daunting and you are unsure whether to help out, the reader is made to feel confident into helping out as the camera crew were supported and praise for their correct actions as 'Both he and the Antarctic authorities have supported what he did'.

Moreover, the writer powerfully suggests to the reader that helping out is important even if rules have to be broken 'broke the golden rule' and there are 'exception's to situations where you have to over-step and interact to help out as you know it is morally correct to do so in order to help out, such as the camera crew that saved the



penguins. Additionally, the writer creatively portrays the idea to the reader that ~~there~~ there is boundaries and ~~to~~ you must be aware when to not cross the line such as 'No hands were laid on these animals'. This further effectively ~~reinforce~~ reinforces to the reader that the camera crew knew the rules of no 'intervention' and found away around to help out the struggling animals by 'make some cuts in the ice ~~is that~~'. This reflects vividly to the reader that even the smallest action can make a huge difference and consequently save lives and therefore shows how important helping out can be.

Furthermore, the writer skillfully portrays to the reader that there can be negative consequences to helping out 'you might be depriving something of food' which emphasises to the reader there is always could be a negative consequence to helping out even with the right intentions 'we could have intervened' but 'the animal is another animal's meal'. Overall however the text has a positive tone towards helping out 'allowed the starving penguins to walk to safety' to emphasise successfully to the reader how vital it is to help when someone is in need and go out of your own way as it can benefit ~~the~~ a small group which ~~effectively~~ eventually affects a whole ecosystem or community as there is multiple 'predator and prey' scenarios.



Examiner comment and mark:

This response sustains a focus on the question and ‘the importance of helping out’. It also uses a range of evaluative vocabulary appropriately to demonstrate judgement.

The opening gives the candidate’s opinion and then offers the example of the camera crew who ‘did the right thing’. The candidate identifies the use of experts and analyses this by stating that it adds ‘credibility’. The paragraph continues by making the forceful point that this ‘reinforces the idea to the reader’ and the effect that the reader ‘is made to feel confident’. The first paragraph is already suggesting that, if this is sustained, it is well-informed judgement.

The evaluative word ‘powerfully’ at the start of the second paragraph is appropriate because the candidate does refer to the power of helping out when morally it is the right thing to do. The word ‘additionally’ at the top of the second page signposts the extra information that the candidate is offering. The comments about the camera crew, ‘no intervention’, the problem solving around this and the impact on the reader all offer more well-informed judgement. The end of that paragraph emphasises the fact that this response sustains its focus on the question set.

The final paragraph focuses on the ‘negative consequences of helping out’. The candidate offers another developed point. There is an effective conclusion that offers more than just a summary of the earlier points.

The response offers analysis throughout, with embedded, succinct quotations that fully support the points being made. Overall, there is well-informed and developed critical judgement throughout this response. However, there is no sense of a detached critical overview that would be required to move into Level 5.

Level 4 - 12 marks



Question 7

Script 1

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

Throughout the two extracts, the similarities the animals share in these extracts are that they were both helped by humans. For example, in text 1, Joy and George rescued a lion cub and orphaned it until they became an adult and in text 2, the camera crew dug a ramp in the snow that allowed the penguins to survive.

Examiner comment and mark:

7a – The candidate identifies one similarity and this similarity is supported, but the evidence for Text 1 comes from the italicised introduction to the text.

Level 1 - 2 marks



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

The writers of Text 1 and Text 2 present their ideas and perspectives about human contact with animals. In both texts, the contact with animals was ~~basically~~ basically helping them live/survive, for example in text 1. The writer wrote about their experience raising a lion cub to when they are an adult, ~~where~~ ^{where} they are now in the wild. In text 2, the writer wrote about the camera crew saving penguins. Text 1 was from a book and text 2 was from a newspaper.

The main difference between both texts was that in text 2, they showed the negative impact of helping out in human contact with animals. The negative impact was shown through the thought of somebody else who said, 'you can't interfere' whilst in text 1 they spoke about the lack of independence the animal has ~~being~~ being raised by ~~humans~~ humans ever since it was a lion cub.



Examiner comment and mark:

7b – The first paragraph of the response offers a clear similarity which does link back to the question, helping animals to survive (although, again, the evidence is linked to the italicised introduction for Text 1). There is a comparison of book versus newspaper, however this is an obvious comparison and no connection to the question is made.

The final comparison on the negative impact of helping out demonstrates some movement towards ‘explanation’. The first bullet point from the mark scheme is met in Level 2, the second in Level 2/3 and the third more Level 1, as references are quite limited. ‘Best-fit’ places this at the top of Level 2.

Level 2 - 5 marks

TOTAL for Question 7 - 7 marks



Script 2

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

one similarity ^{that} ~~do~~ ~~are~~ animals share in these extracts could be that they are both in the wild. Evidence from text 1 could be that it says in line 36: "Still no signs of her being in contact with wild ~~animals~~ lions." And evidence from text 2: "It would usually be very dangerous". This suggests that they're in the wild because they're dangerous.

Another similarity that animals share in these extracts could be that they're both about human contact with animals. Evidence from text 1: "probably makes it easier for elsa to hunt". This suggests that she is in contact with animals. Evidence from text 2: "The team dug a ramp in the snow that allowed the surviving penguins to walk to safety."



Examiner comment and mark:

7a – The candidate demonstrates clear understanding of similarities the animals in the extracts share. Two points are identified: being in the wild, and humans having contact with animals. It is not a problem that the first similarity is from the question. The evidence from texts for the first similarity is valid ('wild lions' and 'dangerous' to support and imply wild). The evidence offered for the second similarity is somewhat imbalanced, as the example from the Text 1 ('probably makes it easier for Elsa to hunt') is not the most relevant to support that point. The candidate therefore shows sound understanding of similarities but does not achieve a clear synthesis of the two texts. A mark of 3 in Level 2 is awarded.

Level 2 - 3 marks



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

The writers of text 1 and text 2 present ideas and perspectives about human contact with animals. Evidence from text 1: "probably makes it easier for Elsa to hunt". This suggests that Elsa is contact with the animals. Evidence from text 2: "The team dug a ramp in the snow that allowed the surviving penguins to walk to safety".

Another similarity between text 1 and text 2 could be that the writers were both very relaxed when writing these extracts. Evidence from text 1 could be that he uses lots of exclamation marks and the end of jokey sentences. Evidence from text 2 could be that there is quite a lot of arguing so this could mean that the writer was laid back and not serious.

One difference between text 1 and text 2 could be that the way they're structured. In text 2



It's structured like an article, ~~lots~~ lots of paragraphs and lots of Dialogue. In ~~paper~~ text 1 it's structured like a memoir, still quite a few bits of Dialogue but longer paragraphs.

Another difference between text 1 and text 2 could be that in text 2 there is a lot of persuasion/advise. For example in lines 26-27, they say: 'That's a perfect example why you shouldn't intervene'. This suggests this ^sarticle is giving the readers advice.

Examiner comment and mark:

7b – The response starts with identifying the similarity about texts both presenting ideas and perspectives about human contact with animals, which is related to the question for 7b), however, this is the content already credited in part a) of the question.

In the second paragraph, there is a comment about both writers being very relaxed; although the candidate attempts to support this point, references that are used are general ('lots of exclamation marks and the end of jokey sentences'), and not valid ('a lot of arguing'). There are some obvious comparisons of the texts – a memoir and an article and in the last paragraph the purpose is considered. This last point is a comment on writer's ideas related to the human contact with animals and the textual reference used ('...you shouldn't intervene') is valid, but not developed.

The response is awarded a mark of 3 in Level 2. It makes obvious links between the two texts and there is some comment on the ideas, but these are not always related to the question. The use of references is overall limited except for the last paragraph where it can be seen as being valid but undeveloped.

Level 2 - 3 marks

TOTAL for Question 7 - 6 marks



Script 3

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

Both text say that the animals were in drought. Text 1 says "the pool was dry", and tex 2 says "in a drought". Both texts say the animals depend on other animals. Text 1 says "must have killed at least once" and Text 2 says "one animal is another animal's meal". Both text mention a dead elephant, Text 1 says "ambushed the elephant" and Text 2 says "an elephant self starved to death"

Examiner comment and mark:

7a – The opening similarity of the animals being 'in drought' is clearly identified and supported by references from both texts, albeit without much detail. The second similarity of how 'animals depend on other animals' is a clearer point and begins to show evidence of detailed synthesis. The third point is not as successful and does not really highlight a similarity about animals in the text. Overall, however, sound understanding is shown and Level 2 is achieved with 4 marks.

Level 2 - 4 marks



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Text 1 seems to support that animals and humans can have contacts and be able to do so much together where as Text 2 has a different perspective about human contact with animals, it suggest that animals are more of harm to humans so its best there is no contact at all. Text 1 the human intrepers in the animals lives as he feeds it and even shares a tent with it where as in text 2 the human are not even allowed to interef interven in the animals lives for their own safety. This is probaly because of the different times in the a difference in the generation, Text 1 is from the 1960s, it long ago people and animals used to be one as people were more brave and believed in wild life where as Text 2 is from the morden day where people see animals as danger and food.

Examiner comment and mark:

7b – The response makes a clear comparison about how the texts have different perspectives on contacts between humans and animals, saying that Text 1 suggests they can ‘do so much together’ and Text 2 suggests it is best if ‘there is no contact at all.’ This comparison is supported by references to the text, although these are fairly limited and



lack development. The second comparison about when the texts were written is not really rooted in the text.

The response includes a comparison that is better than obvious, but there is a lack of range and references are limited. The 'best-fit' for this response is Level 2 and a mark of 5.

Level 2 - 5 marks

TOTAL for Question 7 - 9 marks



Script 4

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

In both texts the animals have been hurt. In text one, 'She had ~~been~~ some scars' and in text two 'one chick that died'.

In both texts there has been upset. In text one, 'solemnly walked' and in text two, 'moved to tears'.

In both texts ~~the~~ the relationship between predator and prey is recognised. In text one, 'Elsa ambushed the Elephant' and in text two 'one animal is another animals meal'

Examiner comment and mark:

7a – Two points are given to show similarities animals share, with clear evidence from both texts to support them. The first point identifies that 'animals have been hurt', while the third shows 'the relationship between predator and prey'. A second point is not relevant, since it refers to humans, not animals.

Level 2 - 4 marks



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Text one and two are different as in text one the author ~~is~~ treats the animal like a pet whereas in text two the author strongly advises against intervention. In text one the author infantilises Elsa and paints herself as a parental figure to the reader. This is ~~shown~~ communicated to the reader by making Elsa and the author appear inseparable, 'she spent most of the days with me.' ~~by it~~ This conveys to the reader that Elsa has become reliant on the author as she doesn't leave his side. However, in text two the author emphasises the lack of contact they had with the penguins, 'Intervention is ^{quite} a strong



word.' the ~~at~~ author does this to prevent the reader attempting to save animals, as the author recognises the negative effect it has.

However, both texts recognise the relationship between predator and prey. In text one, the author recognises Elsa's 'struggle with her last kill', the author chooses to only briefly mention this and instead emphasise Elsa's injuries ~~to read~~ so that the reader recognises that they expected Elsa to kill as ~~B~~ she is a predator. Whilst in text two the author emphasises the frequency of predator and prey scenarios to communicate to the reader that it is natural and shouldn't be prevented, 'all of us who make wildlife films have witnessed a predator and prey scenario'. This is done to ~~help~~ aid the reader in accepting that they can't



Interjere in wildlife scenarios as
it is just natural.

Examiner comment and mark:

7b – The answer considers first how the two texts are different, based on the treatment of the animals concerned. Text 1 treats Elsa ‘as a pet’, ‘infantilises’ her, while George is seen as a ‘parental figure’. Text 2 emphasises the ‘lack of contact’ between humans and animals, as contact would have a ‘negative effect’. The answer does not explore what the ‘negative effect’ would be.

A similarity is then identified, in that both texts ‘recognise the relationship between predator and prey’. Again, the point is supported by evidence from both texts.

The question of a range of comparisons arises; here there is considerable depth and development of the points made, suggesting a range of ideas. The comparisons are not obvious and there is strong explanation in each case. The final point does imply a link to human contact, as required by the question, but is not as explicit as with the other ideas. The references are appropriate and relevant, with a balance between the texts. All these factors suggest a mark within Level 3.

Level 3 - 8 marks

TOTAL for Question 7 - 12 marks



Script 5

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

Both texts show humans helping animals in the wild. Text 1 shows Adamson 'brought her meat on Sunday'. Text 2 describes the camera crew making 'cuts in the ice.'

Both texts show an emotional connection between the narrator and animals. Text 1 shows this as ~~it was~~ he was woken up 'several times at night & by 'rubbing noses' and sitting on me.' Text 2 ~~shows~~ describes how they were 'moved to tears by the plight of one chick that died.'

Lastly, both texts shows the narrator observing animals ^{killing} in the wild. Text 1 says that Elsa 'must have killed at least once' since Adamson left. ^{Similarly} Text 2 explains how 'there was a oneeian mother with some tiny cubs and we saw nyenas coming, but they couldn't intervene.'

Examiner comment and mark:

7a – The candidate identifies three similarities the animals share in the extracts. The first one is humans helping animals in the wild. This is supported by evidence from Text 1:



‘Adamson ‘brought her meat on Sunday.’ and in Text 2: ‘The camera crew making ‘cuts in the ice.’

The second similarity is that ‘both texts show an emotional connection between the narrator and animals.’ This is supported from Text 1: ‘he was woken up ‘several times at night by ‘rubbing noses’ and sitting on me.’ and from Text 2: ‘how they were moved to tears...’.

The final similarity is both texts show the narrator seeing animals killing something in the wild. The support from Text 1 is: ‘Elsa ‘must have killed at least once.’ and in Text 2 ‘...and we saw hyenas coming’ but they couldn’t intervene.’

The response meets Level 3 criteria with detailed understanding of similarities and selection of relevant and detailed evidence.

Level 3 - 6 marks



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

ANALYSIS

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

Support your answer with detailed references to the texts.

(14)

Both writers show how an emotional connection is developed with the animal and how the effects how they act with the animal. In text 1, Adamson allows Eisa to sleep in the mountain tent with him and explains how he would wake him up "several times a night." This undoubtedly shows their emotional connection as he trusts Eisa enough to sleep next to her. Similarly, in text 2 the camera men explain how they were "moved to tears by the plight of one chick that died as it tried to get out of the ravine." Because of this they chose to dig a deep ramp to save the birds, although it is not recommended to intervene with nature, Union highlights how they feel for the animals as they would ~~be~~ break rules to save them. However, text 2 does not believe in intervention.



in the same way text 1 does: where Adamson raised a cub and is attempting to return Elsa to the wild as an adult. In text 2, believes that 'you don't interfere, you can't interfere, you wouldn't interfere,' because it changes the dynamics of the 'natural system.' ~~Adamson~~ ^{this} highlights the difference in opinion between the two texts as the cameramen from text 2 would not approve of the rehabilitation of an orphan cub, as it ~~the~~ intervenes with nature.

Furthermore, ~~both texts~~ both texts include personal accounts. But, text 1 could be seen as a more personal recollection due to it being written in the first person as letters. Whilst text 2 only contains accounts from the camera men involved, which are included throughout the report, which is written in the third person.

Lastly, both texts ~~do show~~ ^{humans} ~~animals~~ helping animals and convey the importance of helping animals when needed. In text 1, Adamson and his wife rescued Elsa as



an orphaned cub. ~~There~~ Their intervention shows the importance of helping out, because otherwise it is highly likely ESO would have died. As well as ^{showing} the reward Adamson gets in he has a tough companion who will 'spend the whole day' in the studio ~~interacting~~ with him. However, the text 1 also highlights the importance of helping out by returning ESO to her natural habitat, where she belongs, as she becomes 'more independent.' Furthermore, in text 2, the camera men 'make some cuts in the ice so that if the birds wanted to they could get a grip and escape.' This highlights the importance of helping animals, which are helpless in this tough situation, as they camera man will have saved the penguins lives.

Examiner comment and mark:

7b – There are a range of comparisons, but these could be developed further. There is some exploration of the texts, so this goes beyond explanation, although the response becomes a little less successful towards the end. References are balanced overall and largely support the ideas made. However, ideas are not always fully relevant.

The initial comparison is about the emotional connection between humans and animals and how this 'effects how they act with the animal'. This is supported by evidence from both texts and each comment is accompanied by some explanation such as 'this



undoubtedly shows their emotional connection as he trusts Elsa enough to sleep next to her.'

The second point states how 'Text 2 does not believe in intervention in the same way as Text 1', comparing Adamson's behaviour with that of the cameramen. This is clearly supported by direct quotations from each text with some exploration of ideas in the last sentence of the paragraph: 'This highlights the difference in opinion between the two texts...' with further developed comments.

The response moves on to a comparison of the style of the personal accounts, comparing first person with third person – this is a little general and could be explored more fully, but is still valid.

The final area covered compares how humans are shown helping animals when needed. Ideas are compared but this lacks a depth of exploration.

Level 4 - 10 marks

TOTAL for Question 7 - 16 marks



Section B: Writing

Question 8

Script 1



Chosen question number: Question 8

Question 9

Plan your answer to Section B here:

• What are types of wildlife are there & to expect
Intro-1 ✓

P2 - Why is it important ✓

P3 - Tips for help

P4 - positives and negatives
↓ consequences

P3 - overall

Write your answer to Section B here:

Support for Wildlife - Expectations
Wildlifes are part of our nature where comes across different types of living things. Moreover, it ~~is~~ the most beautiful beautiful thing on earth. There are animals, plants, rivers and food ^{produced} ~~grown~~ by plants. To expect the different surrounding of wildlife.



The importance:

Why is it important to help ^{the} wildlife?

Well so many reasons. Why destroy it? Wildlife values the Earth; a part of our nature. Including animals as it is their home as well. ~~and~~ Imagine all the beauty of wildlife was destroyed from our action. Therefore, the future generation won't witness the wildlife and won't learn to understand how to look after other living things.

This is where you take ^{part} ~~action~~. Once you master this you will become a hero! Not sure ^{now}? Don't you ^{just} come to the right place.

Tips: First of all ^{*worry, you} let's take a think to avoid any unnecessary actions to avoid any harm.

- Less cutting trees
- Stop unnecessary hunting
- Protect animals from predators
- Protect from climate change - flooding, heat (too much), earthquakes.
- Donate money so we can afford resources which it can look



after the Wild Life.

- Have huge responsibilities! Huge responsibilities!

Positives and negatives

Helping the wild life is a good thing where you can make a difference. However, the negatives are there are consequences if you don't do this strictly, professionally and carefully. Avoid harming the animal by not touching the animal too much and interfering too much.

Overall, this is your time to make a change and make yourself a better person. Let's do this before it's too late and protect the wildlife as it was your own.

Examiner comment and mark:

AO5 – The candidate has sketched out a plan and sticks to it, producing a guide which is suitable in content, structured under a number of subheadings. The candidate has employed several stylistic and rhetorical devices successfully, including direct address to the audience; rhetorical questions ('Not sure how?'); bullet points, exclamatives ('Huge responsibilities!') and a rule of three ('strictly, professionally, carefully'). This places the response securely in Level 3, but the comparatively modest range of material and lack of development prevent any move into Level 4.

AO6 – The candidate has used a range of correctly spelt vocabulary (*generation, responsibilities, consequences, professionally*) and varied punctuation, including question marks and exclamation marks, appropriately. However, although there is a range of sentence structures, these are not always controlled, as exemplified in the first sentence of the response. Again, a mark securely in Level 3 is appropriate.

AO5 - Level 3 - 12 marks

AO6 - Level 3 - 8 marks

TOTAL: 20 marks



Script 2

Chosen question number: Question 8 Question 9

Plan your answer to Section B here:

- what types of wildlife people may come across.
- " " " how help people can give to wildlife.
- the positives and negatives of helping wildlife.

For a guide.

Introduction, landscape describe, wild animals
& behavior, the trail, past stories, myths,
, how you can help, do's & don'ts

Write your answer to Section B here:

Welcome, ladies and gentlemen to the jungle. I will be your guide for the rest of your day. We will be getting on our safari jeep and I will show you many see many & lovely wild animals in their natural habitats, some animals are huge, some are small. Let's see who can spot as many ^{the} wild animals they can. They are very hard to look out for,



because they have been evolved to ~~come~~ match blend in their surroundings. So have a ~~keen~~ sharp eye to watch out for them, mostly for the dangerous ones. ~~Here we go.~~

These wild animals that you see in this jungle are threatened by ~~the~~ our activities. Yes! They are dangerous; ~~the~~ can kill us; ~~with~~ But we humans have been destroying their homes for ~~the~~ ~~rainfo~~ many centuries now. We are destroying the rainforests, ~~the~~ jungles, coral reefs, cutting down hills for ~~mining~~ minerals.

Some ~~of~~ ^{the wild} animals we ^{would} ~~may~~ find in this jungle ~~would~~ ^{may} be bears, lions, tigers, leopards, deers, reindeers, monkeys, sloths, crocodiles, elephants, hyenas, foxes, snakes, tortoises, giraffes and many more. We must remember ~~to~~ not to indulge with these animals as they can be deadly, when threatened or they may see you as prey.

These ~~poor~~ animals are ~~survival~~ is threatened by human activities. We destroy



The survival of these animals is threatened by human activities. ~~They~~ Their numbers in the wild ~~are~~ ^{is} declining rapidly, this is due to us. We humans, ~~are~~ ^{were} hunting these animals for leisure activities ~~like~~ ^{like} hunting. Even now there are alleged hunters and poachers roaming in the jungle to hunt for these ~~poor~~ poor animals. They ~~kill~~ ^{kill} and sell the skins, claws, ~~meant~~ ^{meat} meat of these animals on the black market or to the rich people of the society. I would suggest you ~~to~~ not to buy such things of ~~or~~ animals from anywhere, and not to ~~suppo~~ ^{support} which will ~~support us against~~ ^{support} the fight ~~wellfare~~ ^{welfare} of these animals.

Your help is all that they need. @ You can help them by not ~~pot~~ ^{polluting} the environment: ~~with~~ ^{by} ~~you see~~ i.e. by not littering on our trail. They will choke on the ~~plastics~~ plastic wrappers / bottles and die, so please do not throw ~~a~~ rubbish in the wild. The animals have a way of life i.e. they hunt or salvage their food in the jungle. So if you feed the animals food, they will get dependent on what you feed them, that's why we should not feed the wild animals. We would possibly have destroyed the balance in nature ~~in doing so~~.



If you ^{want to} help wildlife, help them in a way where you are not interfering in their daily activities. ~~If~~ Interfering in a chase of a lion and a deer, may save the deer from being eaten by the lion but this ~~not~~ would mean that the lion will have to go hungry. Nature has ~~a~~ different rules than what we do. It is the survival of the fittest.

We can help wildlife in many other ways as well. It would ~~be~~ be by protesting against deforestation, ~~stopper~~ mining, ~~to~~ use of fossil fuels, damage to coral reefs, etc to the government. There are many charities that aid to the forests. They help in regrowing new forests in places where people had chopped ~~down~~ down forests for timber. You can always donate ~~it~~ to these charities to help them grow more natural forests which ~~provide~~ is the home of these animals in turn brings wild animals to live in them.

I think ~~we~~ can help that these animals must be left alone in the wild. It is true that wild animals survive longer in human care, but who are we to alter nature's



plan. The animals in the zoo should have better either better living conditions or they must be sent back to their ~~respected~~ respected habitats. Zoo's are cruelty towards animals. How would you feel being kept in a small and enclosure with limited space for the rest of your life?

They are being forced to move out of their homes due to the destruction of forests, and wander around in ^{the} search of ~~new~~ a new home. By doing so they come near ~~human~~ our settlements and endanger their ~~lives~~ ^{themselves}, as well as the people ^{living} in that area. So by raising our voices against the destruction of wildlife forests we are helping ourselves and the wildlife in being in danger.

The forests provides ~~a~~ serves as a ~~at~~ carbon sink, by capturing the carbon from the atmosphere with the help of trees. This further helps in reducing ~~of~~ the effects of global warming i.e. now causing ~~a~~ ~~has~~ catastrophic weather events, that further affects the global economy. By protecting ~~these~~ wildlife we are protecting ourselves from the



impending doom we are bringing upon ourselves. The forests transpire and helps maintain a pleasant environment for everyone, If we by making it rain and helps in pcc prevention of drought.

The wildlife is a what makes this planet habitable. The co-relation of the organisms in the forests is what helps balance our ecosystem. I hope we do our parts in protecting wildlife and helping our wildlife.

Examiner comment and mark:

AO5 – The response starts off as if the candidate is the tour guide, rather than the response being a piece for a section for a guide giving advice to people on helping wildlife. From the third page onwards, the voice is more appropriate to the task. The candidate uses a range of devices to engage the reader, such as ‘Your help is all they need’, and ‘how would you feel?’. This shows the management of information and structural and grammatical features being used for effect. Ideas become more wide-ranging and appropriate. A ‘best-fit’ approach needs to be adopted here. The response becomes more secure and material is managed for effect. This was placed at the top of Level 4 with a mark of 19. It lacks the overall cohesion and the manipulation of complex ideas necessary for a mark in Level 5.

AO6 – A range of sentence structures is used for deliberate effect. There are some errors, for example punctuation is not always fully controlled. However, there is some ambition in the vocabulary choices and these are definitely wide and selective. This response sits comfortably at the top of Level 4, with a mark of 12. It lacks the strategic use of an extensive vocabulary necessary for Level 5.

AO5 - Level 4 - 19 marks

AO6 - Level 4 - 12 marks

TOTAL: 31 marks



Question 9

Script 1

Chosen question number: Question 8 Question 9

Plan your answer to Section B here:

Question 9

intro - talk about bats

P1 - ~~The~~ how I saved a bat

P2 - my life with a pet bat

P3 - letting the bat go

conclusion - look back at it

Write your answer to Section B here:

Bats. Bats are associated with many things. You've got Bat man, Bat woman, the bat mobile, darkness, night time. Well let me tell you something.

When I was about ~~12~~ 11, years old, I found a bat lying on the floor clinging onto life with a broken wing. So I took him to the vets where patched him up. I took him home bought him a massive cage to sleep in & called him Wayne.



Over time Wayne's wing slowly healed & he learnt how to fly again. ~~The~~ So at night time we would go out he would fly around get some air & ~~he would~~ I taught to return to me when I whistle, we became amazing friends. ~~Months~~ Months went by with loads & loads of fun. That's when I made the decision.

I set him out in the wild. It was extremely hard for me, but that's what was best for Wayne. I still, to this day miss the way he would slither & slip through the air at speed.

Looking back at it I don't regret anything, there were no negatives of the experience, only positives.
I miss you Wayne.

Examiner comment and mark:

AO5: The candidate opens up the speech with repetitive use of 'bat', selected to engage the audience. Direct address is used ('Well let me tell you something.') The speech continues with a narrative approach of a three-part structure as laid out in the plan: saving the bat, keeping him as a pet, letting him go. Ideas are ordered and in paragraphs that make the meaning clear. Language is adapted for purpose and audience with examples being 'clinging onto life with a broken wing', 'patched him up', 'miss the way he would slither and slip through the air with speed'. The name of the bat is 'Wayne', also probably selected for appeal to the audience. Although occasionally straightforward 'took him home bought him a massive cage... called him Wayne', the ideas are connected, and the meaning is clear. A mark of 11 in Level 3 is awarded for AO5.

AO6: Vocabulary is varied and spelt correctly. Punctuation is mostly used with control and at places, sentences are adapted to contribute positively to the purpose, such as creating short sentences to create pauses in speech, 'I set him out in the wild.', and using comma to for effect 'I still, to this day...'. At places lack of control, with missed out full stop, apostrophe, comma. 'Best-fit' mark is Level 3 mark of 7.

AO5 - Level 3 - 11 marks

AO6 - Level 3 - 7 marks

TOTAL: 18 marks



Script 2

Chosen question number: **Question 8** **Question 9**

Plan your answer to Section B here:

Speech → cats was on the verge of getting banned. I owned a cat.

Write your answer to Section B here:

Hi, I am speaking today to share my experience with cats.

I've always loved cats, I can't really see why anyone wouldn't. They're fluffy, ~~cut~~ cute, caring and pretty much everything you want your ~~cat~~^{pet} to be like.

So imagine my reaction when I



heard the government wanted to ban cats as pets. I couldn't think of any logical reason as to why they'd want to ban our little friends, don't you agree?

Imagine a world in which cats are extinct. Where stress levels rise. Where people no longer have pets. ~~Cats cats deserve~~

Me personally, I knew this wasn't the world for me. I own three cats, (Whiskers, Bobity and Abigale) and I look forward to seeing them every day after work. My daughter loves our cats and from them she has learnt to be more compassionate and gentle. Cats bring so many benefits to ~~us~~ our lives so I just couldn't understand why they wanted to ban them. Isn't it selfish how they blame cats for ~~the~~ roadants deaths when humans affect roadants more?

More widely It has been proven that women ~~with~~ that own cats are 15% less likely to go through stress as



Cats have a calming and charming vibe to them. ~~At~~ Although it is true cats ~~or~~ was affecting the population of birds, I still firmly believed that it was unfair for those selfish bird watchers to try to wipe out cats just to see birds fly around. It was as if cats didn't belong in our world ~~the~~ or something.

I firmly argued for I loved my cats and I couldn't imagine not being able to walk them ever again.

I made it clear that cats bring more positives than negatives and that removing a species would greatly affect the economy as well as the ecosystem.

It was as if the government hadn't thought about all the income gained from cat food being sold, surely we would take a massive hit from that. Did they want cats banned for to protect rodents or did they just personally enjoy birdwatching? Either way I was furious with the attempt.

In the end, ~~we~~ we was able to completely



abolish the idea to ban cats without losing any ground.

Thank you for listening to my experience with cats.

Examiner comment and mark:

AO5 – The response takes an unusual approach (opposing a proposed ban on cats), but one that is definitely relevant to the theme of experience of animals. There is some effective use of tone, style and register for a speech in the form of direct address, rhetorical questions and appeal to the reader, for example ‘Imagine a world in which cats are extinct...’

There is evidence of material being selected and organised for particular effect, for example through the use of personal anecdote and the claim that humans ‘affect rodents more.’ There are also sections that are less convincing, for example when talking about bird watchers, but the response meets all of the Level 3 criteria and the strengths in tone, style and register take it into Level 4.

AO6 – The learner uses a varied vocabulary such as *compassionate*, *calming* and *abolish*. There is the occasional spelling error such as ‘roadent.’ Punctuation is generally accurate and there is some variety (for example the use of brackets and question marks). There is some evidence of the candidate adapting sentence structure for effect, for example ‘don’t you agree?’. The response meets all of the Level 3 criteria but a little more variety would be needed to move into Level 4.

AO5 - Level 4 - 15 marks

AO6 - Level 3 - 9 marks

TOTAL: 24 marks



Script 3

Chosen question number: **Question 8** ☒

Question 9 ☒

Plan your answer to Section B here:

ZOO
monkeys
medication
bananas
elephant
sawdust
tiger
bushy nose

- hard work
- building a relationship
- had to say goodbye

P next address
A thorn
F or
F
O pinion
R exhibition
E nose bridge
S statistics
T triplets

Willow Parks
ZOO - Willow
Budget cuts
ants
don't shut it down -

Write your answer to Section B here:

Willow Parks, 25 years. Willow Zoo is an amazing part of it. You may think that it's just a zoo. Send the animals back in the wild. They'll fit right in. No. No they won't. And the workers they'll find new animals. They'll be fine. No. No they won't. When you realised that you needed to ~~take~~ make these budget cuts you



thought of the zoo. But Willow Zoo is more than just money. It's about the animals.

I ~~worked here as an~~ volunteered here for my ^{three} ~~two~~ summers during high school. As an animal lover I'm sure you can understand why. I built a relationship with them. I nurtured them. I feel them with my own two hands.

Jonathan. A monkey. I have personally cared for, for 4 years. I've ~~built a relationship~~. Trust me, it's more work than handing him a banana now and then. Of course, you have to put ~~it~~ up with their ^{cheek} cheekiness as well, & clean up, after them. bathe them, as well.

Lyra. An elephant. An endangered elephant. An endangered elephant that you want to throw back into the wild to be killed by poachers, just so they can ~~not~~ harvest her tusks for ivory. Lyra has been ~~at~~ thriving



at Willow Parks, occasionally putting on a show here and there to attract more and more people.

~~These are just two of the incredible inhabitants of Willow Parks. Are you telling me that you've provided for these animals, you've nurtured these animals, you've fed these animals; and now you're going to throw them back because of your financial ~~trouble~~ troubles?~~

Caring for animals takes strenuous work. ~~and long nights. It's a month~~ Feeding, training, caring. 70% of animals don't survive for less than 2 weeks when sent back to the wild. ~~Am I complaining? No I can't~~ I don't complain the work. Does any animal center? We have a strong bond with animals. We will work hard to give them the life that they deserve.



Simba. Simba was a tiny cub, with blood-stained beige fur, tremulous, hiding beneath banana leaves, before I rescued him. I washed him, suffered a few scratches, gave him his vaccinations, suffered a few more scratches, combed his fur, suffered even more scratches. I still have the scars and I still remember; I saw Simba and I instantly know that I would do anything to save him, ~~and~~ give him a better life.

Now you see him standing in his enclosure, neck arched up, ~~with~~ head held high. And so do I. I know that I gave him this life. I saved him. But you gave him a name. The only name he's known and you want to take it away.

Candy, Willow Park's ^{owl,} ~~bird~~ ~~and~~ personal watchbird, now a mother of three. ~~My colleague~~ ~~kinda~~ rescued her on one of her camping trips. ~~to~~ She built her own nest ~~here~~ here. She



made it her home, — ~~And~~ and you
want to abandon her. She made
this the home of her children. ★
~~Occasionally~~ ^{occasionally}, ~~she flies~~ ^{she flies} into the
forest to explore — yet she comes
back. Why? Willow Park
is her home. It's their home.

~~You can't take away the zoo.
You can't send them back.
You can't ~~take~~ take away
their home. You can't send
them back into the wild like
lambs to the slaughter.~~

Save them. Save their home.
Save our home.

★ I remember ~~from~~ those few months.
Checking on the eggs, checking
off candy. When they were born
it was a joyous ~~event~~ occasion.
A cause for ~~celeb~~ celebration, showing
the true connection between humans
and animals: ~~they~~ enjoying the joy
of each other. She continues her



daily use

Examiner comment and mark:

AO5 – This is a response which engages fully with the topic and the audience. There are strong suggestions of a speech throughout, with, for example, considerable direct address to the listeners. In some respects, the ideas may seem straightforward, perhaps lacking the subtlety and sophistication required by Level 5. It could be argued that the lack of subtlety is used deliberately in a sophisticated way to manipulate listeners. The ideas given are coherent and sustained, while the speech is crafted to present a complex overview of the topic, designed to reach a powerful conclusion. Ideas are varied, with each being developed fully, in a most engaging way.

The personal approach of the speaker contrasts with the financial concerns of the council, with the former supported by the biographies of a number of different animals.

The lively style and tone are maintained to ensure the audience is involved effectively in the underlying conflict between the speaker/animals and the council. The coldness of the latter's financial considerations is contrasted with the emotive idea of 'home', suggested so strongly through the animals presented and their 'carers'.

The structural features which are used to shape the audience's response are subtle, led by the animals, with individual personalities, indicated not least through the use of names: 'Jonathon, the monkey, 'Lyra the endangered elephant', Simba the rescued cub' and 'Candy, Willow Park's owl, personal watchbird, now a mother of three'.

There is a sustained focus on purpose, with technical features (detailed in AO6) shaping the audience response with subtlety.

AO6 – This is a Level 5 response. Vocabulary is extensive and used strategically to great effect. There appears to be one spelling error in a lengthy answer. Sentence structures show considerable range, used accurately to achieve particular effects. These range from single word sentences for example 'No' to repeated constructions like 'Checking on the eggs. Checking on Candy' and 'Save them. Save their home. Save our home' up to much lengthier sentences, well controlled and developed. Repetition is effective, both through vocabulary and sentence construction. The direct address confirms this is a speech and is used in conjunction with the very personal voice throughout.

AO5 - Level 5 - 22 marks

AO6 - Level 5 - 14 marks

TOTAL: 36 marks