



Pearson  
Edexcel

# GCSE (9–1) English Language 2.0

Paper 2: Fiction Texts  
(1EN2/02)

Exemplar Scripts and  
Commentaries

Summer 2023 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 2.0 Paper 2: Fiction Texts (1EN2/02)
- The responses in this pack were taken from the Summer 2023 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 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

'I would lift the trophy'

(Total for Question 1 = 1 mark)

#### Examiner comment and mark:

This response covers bullet point 8 from the mark scheme.

1 mark

#### Script 2

- 1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

'routine win'

(Total for Question 1 = 1 mark)

#### Examiner comment and mark:

This response covers bullet point 6 from the mark scheme.

1 mark



### Script 3

- 1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

"my gut fizzed in expectation"

(Total for Question 1 = 1 mark)

#### Examiner comment and mark:

This is incorrect as it is how they're feeling – not related to the question and outside the lines.

**0 marks**



## Question 2

### Script 1

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

The author makes it seem ~~to~~ ten times worse than it <sup>(6)</sup> actually is. It is only a broken collar bone not the end of the world

#### Examiner comment and mark:

There is some comment on the text but there is no textual reference or subject terminology.

Level 1 – 1 mark



## Script 2

Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

Small sort sentences with ~~ex~~  
exciting words such as stormed,  
barrelled, collided, sickening, plummeted,  
clutching.

### Examiner comment and mark:

This response is limited on bullet point 1 of the mark scheme, but is selective in textual reference. Shows some understanding of the text.

**Level 1 – 2 marks**



## Script 3

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses violent verbs like 'stormed', 'barrelled' and 'plummeted' to show that after the whistle blew there was a dangerous accident. This gives the reader the impression the match was over before it started.

### Examiner comment and mark:

This response offers explanation, although it is not secure. Textual references and subject terminology are included.

Level 2 – 3 marks

## Script 4

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

He uses language such as 'shiver' to make the reader feel that all the man city players were cold and in shock but also in death because it was one of their best words such as 'sickening crack' which implies that the defender is in serious pain and therefore this will affect the game play and heads will start to go down and player become disheartened.

### Examiner comment and mark:

The explanation in this response is slightly more developed than script 3 above but there is no subject terminology included beyond 'words' or 'language'.

### Level 2 – 3 marks



## Script 5

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

In this extract, the writer uses multiple short sentences. To support this, in the text it says "A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal." This is to ~~explain~~ make the reader have imagery and would make the reader want to carry on reading. Another technique the writer uses is use of <sup>adjectives</sup> ~~short sentences~~. To support this the writer says "players collided with a sickening crack and plummeted to the ground." The ~~the~~ adjectives sickening and plummeted are used to help picture in the readers head what and how the football match is going.

### Examiner comment and mark:

Some comment and some limited explanation included in this response. It suggests structure but it is more focused on language. There is some use of subject terminology such as 'adjectives' and this helps lift this response just into Level 2.

### Level 2 – 3 marks



## Script 6

### 2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to ~~present what~~ Show an injury after the whistle blows. 'The players collided with a sickening crack and plummeted to the ground.' The use of the adjective 'sickening' ~~creates~~ creates an image ~~expressing~~ to the reader describing how bad it really was. In addition, this may leave the reader with a sense ~~of~~ to being scared due to the injuries that can be easily sustained during sports.

The writer uses language to create suspense after the whistle is blown. 'A free kick to city inside our half.' The use of the preposition 'inside' signifies the danger for the team due to where the ball is. This may leave the reader interested as they want to know what happens next.



The writer uses figurative language to shock the reader after the whistle blows. 'The news ran like a shiver through the team: it was a broken collarbone.' The use of ~~an~~ the simile 'like a shiver' shows how quick everyone got the news on their injured teammate. This may leave the reader upset as this may have happened to them.

**Examiner comment and mark:**

This response offers explanation, textual references and subject terminology securing Level 2. A long response but does not offer anything significant beyond Level 2.

**Level 2 – 4 marks**



## Script 7

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to present what happened after the ~~the~~ whistle blows when the writer explains ~~that~~ and demonstrates the engagement from the audience. This is shown when the narrator writes 'All eyes followed the ball as it arced towards our goal' ~~the~~ clearly suggests the fans have supreme focus on the game. It also shows the sheer amount of suspense in the game, almost as if the ball was travelling in slow motion. A reader may feel excited to see if the ball goes in the net or not.

\* The verb 'followed'



The writer also uses language to show the horrors and danger the sport can lead to. This is shown when the narrator writes 'Sickening crack and plummeted to the ground'. The adjective 'Sickening' clearly suggests that anyone that witnessed this tragedy would be absolutely mortified, almost as if they could feel it. A reader may feel unsure about the safety of the sport, which could cause them to not play again.

**Examiner comment and mark:**

This response offers mostly explanation, but includes some analysis to move this into Level 3. Textual references and subject terminology are valid and supporting.

**Level 3 – 5 marks**



## Script 8

### 2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses ~~long~~<sup>slow</sup> words of 'followed' and 'arced' to create a rise in tension for the reader and make the moment seem to pass in slow motion. Showing the passion and tense rivalry that beamed down upon this game. A reader can sense building speed and importance as they read.

The writer uses a ~~metaphor~~<sup>similie</sup> 'ran like a shiver through the team' showing the passion of the team all running as one creating a vision of loss in hope for them all. Furthermore the verb 'shiver' sends a cold tingling down the spine of the reader as they imagine the pain.



The writer uses aggressive verbs of 'sickening', 'plummeted', 'clutching' and 'bundled' to create an image of aggression and wrongdoing. A reader will feel sympathy for the team as it is as though the other team have injured them purposefully.

**Examiner comment and mark:**

There is evidence of subject terminology, using a selection of textual references to clarify points. There is evidence of analysis in this response and, while not as consistent or developed as some responses, it does enough to meet all the criteria.

**Level 3 – 6 marks**

## Script 9

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

Imagery

emotion  
lang

Simile

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

Firstly, within the extract, the writer uses a simile to describe the reaction of the injury from the team. The extract describes how the ~~paramedics~~ "news ran like a shiver through the team", highlighting how worried and shocked they were. The noun "shiver" implies the surroundings went cold, adding to a dramatic and heartstopping moment. The reader may feel anxious and nervous to read on and their reaction may mirror the team.

Also, the writer uses auditory imagery to add another layer of severity to the incident. The text describes how the players collided with a "sickening crack", implying the collision was so loud you could hear it from wherever on the pitch.

The adjective "sickening" creates imagery of nausea and how watching the accident would make you feel ill. The ~~text~~ "noun" "crack" adds to the auditory imagery of how maybe bones could've been broken.

This tells the reader how severe the injury may be due its loud and dramatic sickening nature, making them feel worried and on edge.

Also, the writer uses <sup>descriptive verbs</sup> ~~adjective language~~ to describe the actions of the players such as "stormed" out of the scrum and "left, arms outstretched" to further dramatise the actions.

#### Examiner comment and mark:

Fully meets all the criteria at Level 3 using a selection of textual references that is discriminating with a precise use of relevant subject terminology and developed analysis throughout.

#### Level 3 – 6 marks

## Question 3

### Script 1

3 Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

"What for, sir, when I knew I couldn't save it?"

#### Examiner comment and mark:

This response covers bullet point 6 from the mark scheme.

1 mark



## Script 2

### 3 Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

the conversations between billy and the  
teacher

#### Examiner comment and mark:

This response is too vague and not linked to the question enough.

**0 marks**

## Question 4

### Script 1

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

He tries to engage the reader by using  
relevant teams who millions support. (10)

#### Examiner comment and mark:

This response makes a limited comment about the text without textural reference or subject terminology.

**Level 1 – 1 mark**

## Script 2

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

The writer uses language such as "Sidelstepped" and "Whipped around" these types of language make the reader engaged. ~~the~~

The writer also uses a good structure such as "He slithered to a stop and whipped around" this ~~would~~ would make the ~~reader~~ <sup>reader</sup> very engaged as they would wanna know what happens next.

After the reader has read the story I think they would want to keep reading more as there was good language and good structure. I feel the reader would be very engaged ~~with~~ with the language such as "Sidelstepped" and good structure such as "He slithered to a stop and whipped".

### Examiner comment and mark:

Offers limited, repetitive comment on the text with textual references. Limited subject terminology. Some glimpses of Level 2, but not quite there.

### Level 1 – 2 marks



## Script 3

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

In this text the writer successfully ~~interests~~ interests and engages the reader by using suspension ~~use~~ for an example "5,4,3,2 He dropped his wrist and blew." this makes the reader build up the suspension. The writer also uses other ways to keep the reader engaged and interested by the structure of text like when two people in the text are speaking he uses one line for each person speaking and also uses punctuation (!?) to help the reader understand what tone of voice they are speaking in. It is



Very ~~engaging~~ exciting for the reader because the writer makes us feel as if we are there, and living in the moment. It engages me as well because the writer of this text keeps updating everyone about what is constantly happening in the football game which makes me feel apart of watching the game. The writer also uses smaller sentences when the game gets more serious to add suspension for example "The winning goal suddenly became important, no more laughter, no more joking, everybody working."

**Examiner comment and mark:**

This response has general comment, although not fully secure. Valid textual references and some subject terminology included.

**Level 2 – 4 marks**



## Script 4

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

The writer uses language to interest and engage the reader. When ~~the~~ the writer talks about the great opportunities the players had. This is shown in the writing 'His left winger, unmarked and lonely[...] called for the ball' the abstract noun 'lonely' clearly demonstrates the huge chance they had to get a clear and direct pass on the ball. This will engage the reader much more, as there are plenty more chances to create big highlights, which will also make the game less boring. A reader may feel encouraged to go and see another game in the future because this one was so exciting. \* at the start of the extract,



The writer tries to interest and engage the reader by showing the suspense and determination from the players, this is shown when the narrator writes, 'no more laughter, no more joking, everybody working' ~~this~~ \* suggests these moments were critical and extremely important, almost as if it isn't a game. \* The verb 'working'. A reader may feel engaged and want to know if they achieved success.

**Examiner comment and mark:**

This response was capped at Level 2. Although offering some explanation, it does not offer structure, aside from a glimpse with the comment 'at the start', which is not enough of a structure comment.

**Level 2 – 4 marks**



## Script 5

### 4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

At the beginning of the text the focus is on starting the match creating suspense. '5 4 3 2. He dropped his wrist and blew.' The use of the verb 'dropped' notifies the reader that the game has begun. In addition to this it explains that the game was going at a fast pace. This may leave the reader enjoying the game due to the pace it's set at.

Later on in the text the focus shifts to one of the player's lack of interest in the game. 'What for, sir, when I knew I couldn't save it?' The use of the rhetorical question shows Billy has not intent of interest in putting any effort into this game. Meaning due to Billy's actions this means his whole ~~game~~ team have to suffer his consequences. This may leave the reader angry because they can see Billy is ruining the game for everybody else.



At the end of the text the focus is on Billy's enthusiasm towards the game. 'When the next shot came towards Billy he dived flamboyantly and made an elaborate pretence to save it.' The use of the adverb 'flamboyantly' ~~describes how much Billy~~ ~~wants to win~~ shows Billy's enthusiasm towards wanting to win the ~~game~~ game. This may leave the ~~rest~~ reader happy knowing ~~that~~ Billy and his teammates are going ~~back~~ for the win and nobody has to suffer anymore due to someone else's actions.

**Examiner comment and mark:**

Secure Level 3, with textual reference and subject terminology. Structural focus is on text development, rather than more obvious structural techniques.

**Level 3 – 6 marks**



## Script 6

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

P  
E  
T  
E  
R

S  
L  
V

S  
L  
V  
R

Use examples from the whole text and relevant subject terminology.

(10)

The writer uses exclamatory speech which is to interest and engage the reader. The exclamatory speech is located in the middle of two paragraphs, this is because it creates an image for us as a reader to what order everything happened it, also as soon as we see the text the exclamatory speech catches our eye and makes us want to start reading. The exclamatory speech "Come on, Casper! make an effort lad!" presents that he has to shout to get his points across, otherwise he wouldn't be heard over the other side of the pitch.



The writer uses a metaphor in the final paragraph to describe how the focus was shifted and suddenly everyone wanted the football. 'The ball was a magnet' presents the image to us that everyone ~~was~~ was attracted to get the ball and was pulled towards it. The ~~the~~ writer has carefully placed this in the final paragraph so that us a reader's can clearly see the shift in focus from the students not wanting to play ~~to~~ football and competition levels being low to a high competition level and everyone wanting to win. This teaches us as a reader to be resilient and never give up something, even if you believe it's unentertaining.

The writer uses ~~short simple~~ <sup>listing</sup> ~~sentences~~ to describe what changes the young boys had made within ~~there~~ their personal attitudes towards the game. 'no more laughter, no more joking, everybody working' presents to us how sport can show you someone's true competitive side. The listing is carefully placed in the first sentence of the final paragraph, this is because for a reader it keeps them engaged and presents clearly



a shift in ~~the~~ focus from the beginning.  
 As a reader this makes us feel proud  
 of the boys for changing their  
 unmotivated behaviour and making  
 their teacher (referee) proud.

**Examiner comment and mark:**

This response meets all of Level 3 criteria, but moves into Level 4 with focus on the structure and management of the text, as well as shifts of attitude. Subject terminology included throughout and appropriate textual references to support.

**Level 4 – 7 marks**



## Script 7

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

Firstly, at the beginning of the extract, the reader is engaged by the writer's first paragraph, a one word paragraph with an interesting start of an ellipsis. The ellipsis in this sentence makes the reader feel as though many people have been waiting for this moment, engaging them to the tense start of the game. '... And it Manchester United v. Spurs in this vital fifth round cup-tie,' the use of the adjective 'vital' implies to the reader how important this game is for both teams interesting them to read to find out the outcome.

Additionally, the writer uses a list at the beginning of the extract to show the reader how the players were playing and interesting them through detailed descriptions of the game, allowing the reader to feel as though they are really there watching it live. 'Anderson received the ball from him, sidestepped a tackle from Tibbut then cut it diagonally between two opponents.' This impactful



list tells the reader that the player - Anderson - was a fast thinking, high skilled player ~~that~~ as he is one person dodging and tackling ~~the~~ these people at once successfully. This interests the reader as they will want to know how the opponents react to this and will want to see if all the other players act in the same way. The verb 'cut' implies a quick movement. The verb has connotations to sharp edges like from cutting paper which gives the reader the impression of a sharp, clean movement from Anderson.

~~Lastly, the writer~~ Along with this, in the middle of the extract, the writer uses short, snappy dialogue to interest and engage the reader by allowing them to hear what the players were feeling during the game. This can be seen by 'I couldn't save that, sir'

'You could have tried.' Implying to a reader that Mr Sugden was furious with his goal keeper for putting in a lack of effort into saving the goal which engages the reader as there's a sense of drama to the game.



Lastly, the writer contrasts the way Billy is presented throughout the text. In the middle of the text, the writer ~~was~~ uses a metaphorical, onomatopoeic phrase 'Billy was a giant-striding along the goal line,' which is later contradicted through the imagery of Billy being soft and gentle through 'Billy dived plamboyantly' ~~which~~. The adjective 'plamboyant' has connotations to the way a ballerina would act with grace and a gentle manner which isn't what you would expect a 'striding giant' to act-like. This contrast would really interest the reader as they would feel like they're really getting to know Billy.

**Examiner comment and mark:**

Sharp focus on the question throughout. Meets all of Level 5 bullet points and, while the last paragraph isn't as secure, there is enough in this response to award 10 marks. Moves between language and structure analysis effectively.

**Level 5 – 10 marks**

## Question 5

### Script 1

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

They are both football and describing game (6)

#### Examiner comment and mark:

This response has 1 similarity without textual reference.

Level 1 – 1 mark

### Script 2

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

Both texts show that the players are desperate to win. (6)  
 In text one it says "I would lift the trophy" and in text two it says "The winning goal suddenly became important"

#### Examiner comment and mark:

There is 1 similarity offered with textual reference from both texts. All bullet points of Level 1 is fulfilled, but this response cannot progress to Level 2 as there is only 1 similarity.

Level 1 – 2 marks



## Script 3

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

Both writers have similar ways about football. In text 1 it says "A whistle blew" and in text 2 it says "Sucked his whistle and stared at his watch."

Another similarity about football is when it says in text 1 "No second place this time. This time we would lift the trophy" and in text 2 it says "The winning goal suddenly became important, no more laughter, no more joking, everybody working."

Finally another similarity about football is when it says in text 1 "we wrestled back control in the second half and pushing hard got one back" and in text 2 it says "Both teams playing as units, and positions were taken seriously."

### Examiner comment and mark:

3 similarities, though not very distinct. The use of textual references moved this response into Level 2.

**Level 2 – 3 marks**



## Script 4

5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

In text 1 they took a corner in the last moment of the game " in the last minute, we took a corner"  
 In text 2 "it was a good corner, ball dropping close to the penalty spot."

~~In text 1~~

In both text the team didnt put any effort in  
 text 1 " There was no fire or fight in their eyes"  
 in text 2 "Come on Casper! make an effort lad!"

In both texts they want to win  
 in text 1 "i would win and i would lift that trophy"  
 in text 2 "The winning goal suddenly became important."

### Examiner comment and mark:

This response has 3 similarities and meets all the criteria for Level 2.

### Level 2 – 4 marks


## Script 5

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

In text one and text two similarities<sup>(6)</sup> are shown. Firstly both texts show the use of whistles being used at the beginning in text one 'A whistle blew' and in text two it says 'Mr Sudden sucked his whistle' This suggests to us as readers that the game is starting. Secondly both texts show the use of sprinting in text one it says 'I sprinted forward squinting against the glaring sun' and in text two it says 'but even though the wingman started to sprint' The use of ~~sprinting~~ sprinting suggests that the game is being played at a quick pace. Thirdly the ~~write~~ write of both texts show failure at the end, in text one it says 'I collapsed on to



the field, sobbing, as my world crumpled  
 around my ~~ears~~ ears.' and in  
~~around my ears~~ text two it  
 says 'The ball bounced over his  
 arms and rolled slowly into  
 the net.' This shows to the  
 Reader that ~~you~~ they can not  
 always win even after trying  
 their hardest.

**Examiner comment and mark:**

This response has 3 similarities. There is precise synthesis, though not fully succinct. There are textual references to support the synthesis.

**Level 3 – 5 marks**



## Script 6

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

One way the texts are similar is that both teams don't have any motivation at some point of their games. In text 1 it says 'There was no fire or fight in their eyes.' and in text 2 it says 'What for, Sir, when I knew I couldn't save it?'

Another way the texts are similar is that in both games the ball get past the goalkeeper. In text 1 it says 'The ball bounced slowly at the edge of the box and somehow in over our keeper' and in text 2 it says 'The player he touched the ball for the first time. Billy watched it fly in'.

lastly, the texts are similar when describing the game. In text 1 it says 'The whistle blew once more. A free kick to city inside our half.' and in text 2 it says 'He dropped ~~the~~ his wrist and blew. Anderson recieved the ball from him...'

### Examiner comment and mark:

This response has 3 similarities; 2 distinct similarities though the third is less precise. There are textual references to support the synthesis.

### Level 3 – 5 marks



## Script 7

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.


Support **each separate similarity** with evidence from **both** texts.

(6)

~~One similarity is that in both texts, the players are struggling to play well at first. In text 1, it describes how~~

One similarity is that in both texts, the players are struggling to handle the ball. In text 1, it says "The ball bounced slowly at the edge of the box and somehow in over our keeper". In text 2, it says "even though the wingman started to sprint, it still shot out of play a good ten yards in front of him."

Another similarity is that in both texts there's a lack of motivation from the players. In text 1, it says "There was no fire in their eyes". In text 2, it says "come on, Casper! make an effort, lad!"



Another similarity is that both texts decide there is a final best chance to win the game. Text 1 says "The title was just one goal away". Text 2 says "The winning goal ~~was~~ suddenly became more important."

**Examiner comment and mark:**

A secure Level 3 with 3 distinct similarities with textual reference.

**Level 3 – 6 marks**



## Question 6

### Script 1

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

They are both about football but one<sup>(16)</sup> is very descriptive about a class and one is just on about a school game.

#### Examiner comment and mark:

This response offers a comparison with description of the texts. No textual reference

Level 1 – 2 marks

## Script 2

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Both the writer demonstrates the importance of working <sup>as</sup> in a team in football. They both show that everyone needs to work together to ~~not~~ be able to get <sup>result</sup> to the ~~result~~ you need/want. Text one <sup>states</sup> ~~says~~ that when you're about apart of a team, you work in it. and text 2 ~~s~~ states that you need to stay focused to be able to do well for your team.

From the crowds <sup>Perspective</sup> ~~perspective~~ it's about if they good and win, but from the players perspective it's about working hard and getting the ~~motivations~~ motivation from the crowds/ their peers.

### Examiner comment and mark:

This response meets most of the criteria at Level 1, but also offers obvious comparisons with comment.

### Level 2 – 4 marks



## Script 3

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

In both texts each boy wants the best for their team mates you can see this in text 1 where it says "I gazed around my teammates. There was no fight or fire left in their eyes [...] up front, it would fall on me to stop the freefall into despair." Which shows to the reader that he is willing to do more for his team mates when they really need his help. In text 2 Billy says "You should have been moving, lad. You you'd have caught it then." which shows to the reader that Billy would try and help and support his team with advice and always try to improve everyone.

### Examiner comment and mark:

This response has obvious comparison with comment on the text and textual reference for support.

### Level 2 – 5 marks



## Script 4

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Both texts have different ideas and work as a team in different ways. In text 1, when the players work as a team, the outcome is horrific, this is reinforced by the adjective 'Sickening'. This clearly suggests the team doesn't work well together, which resulted in the goal keeper to get a 'broken collar-bone'. However, in text 2, teamwork is used much more efficiently to give the team the best outcome possible, an example of this is when ~~Suggden~~ 'Suggden (player), running into this space'. This clearly suggests the team operates best in an open and clear position, which then allowed them to kick 'the ball hard along the ground towards him'.



Both texts show the ~~large~~ amounts of people engaging and participating in the sport. In text 1 it says 'there was no fire or fight in their eyes, only numb shock.' This suggests the whole team has lost all motivation and drive to win the game. Although, in text 2, it says 'no more joking, everybody working' this implies that everyone in the team has to push their limits and play for success, almost as if they have no other choice.

**Examiner comment and mark:**

This response meets all of Level 2 criteria. Obvious comparisons. Comments on the text, albeit less secure in places, with textual references.

**Level 2 – 6 marks**



## Script 5

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.


P  
E  
T  
E  
R

Use examples from both texts to support your comparison.

(16)

The writer shows clear ideas and perspectives about being apart of a team. The writer shows these ideas by describing the control of emotions you must have to be successful as you can't guess what will happen during a match. For example, Marie never expected to leave the game so early on with a broken collar bone.

The writer uses paragraphs to clearly present his ideas and perspectives about being apart of a team. In text one the writer uses alot of the same length paragraphs after the first 3 three ~~are~~ shorter ones. The writer has done this with her autobiography to create her emotions in an order where you can't sense what's going to happen next. The same-size paragraphs also look visually appealing to us as a reader. However in text two the structure of the paragraphs are more eye




The writer uses communication to present the ideas and perspectives of being part of a team. In text one communication is shown through audio imagery. 'with a sizzling crack' shows how you don't have to speak to be able to understand what's happened. However in text two communication is shown through speech. 'Hey up' and 'come on, Casper!' show to us as a reader that communication is key and very important when being a part of a team. Both texts showed to us as a reader how virtual communication is but through different perspectives and ways.

catching and un-usual. The first paragraph is one sentence, followed by the biggest paragraph of the text, followed by speech. The writer has carefully done this order to shine in a reader's face to read it.

The writer uses the idea of ~~working together~~ <sup>cooper</sup> working together to as a team to present to us how sport can be good to do, especially team sports. In text one it says -

The writer uses competition between the two teams to show ideas and perspectives about being a part of a team. In text one it ~~says~~ says 'Manchester City had nothing to play for' and in text two it says 'now they were all playing' which shows that in both texts the importance of being in a team and working together was high.



The writer uses a sense of community to present the ideas and perspectives of being part of a team because in text one it shows how lost and heartbroken they was to see Marie go off the pitch in an ambulance, 'she was the foundation of our morale' shouts to us as a reader just how important every member of the team is. In text two community aspects are shown through 'Both teams playing as units' explains to us as a reader that you are stronger all together, rather than alone.

**Examiner comment and mark:**

This response offers a range of comparisons, mostly with textual reference, though this is not secure. Although it offers explanation, this is also not secure.

**Level 3 – 8 marks**



## Script 6

### 6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

firstly, a difference between the two texts is the point of view in which it is written in. In text 1 it is written in a first person perspective which can be seen by the writers use of personal pronouns such as "I" and "my". This makes the match feel more personal as it is a writer sharing their own story of losing which makes them vulnerable. whereas in text 2 the text is written in a second person perspective. This can be seen when the writer uses pronouns such as "him" and "his" to describe their characters which creates a less personal atmosphere for the reader as the writer is more detached from the fiction story compared to the non-fiction auto biography of text 1.



Both texts ~~effects~~ share the main idea that football is a competitive and serious game. In text one the writer uses ~~forceful~~ <sup>verbs</sup> ~~verbs~~ such as "barralled", "atacked" and "stormed". These ~~are~~ verbs suggest that the players are being forcefull and are using their strength against eachother, which reinforces the competitive and intence nature of football conveyed by the writer. Similarly in text 2 the writer uses verbs such as "slithered" and "shuttled". The verb "shuttled" has connotations to being systematic and machine-like. This suggests that the players must play the match with perfection like a machine which supports ~~the~~ ~~is~~ one of the writers main ideas of competitive-ness.

In both texts the game of football has a physical effect on the players. In text ~~one~~ the ~~use~~ writer states that her "throat tightened" and that her "vision swarm". The use of alliteration in "throat tightened" further enthesises the



effect that the game is having upon the writers body. Similarly in text 2, the writer states that "the ball was a magnet" and that it would "pull on the players". Although this is written in a more metaphorical way than text 1, it still shows a physical effect on the players as they are attracted to the ball.

**Examiner comment and mark:**

All bullet points in Level 3 are met, but it tips into Level 4 with some exploration of the text.

**Level 4 – 12 marks**



## Script 7

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

The Texts both show how lack of motivation are a major part in working as a team. In text 1, Eniola describes how after the injury, she looked at her teammates and "there was no fire or fight in their eyes" ~~there was~~, similarly in text 2, Billy's teacher says "Make an effort, lad!" and "you could have tried". This shows how if not all members are playing their best it could lead to a disaster. ~~It~~ showing the reader how sensitive a match can be so one or more people not giving enough effort to the team, it also ~~is~~ highlight how although Eniola's teammates are de-motivated, she still continues. Showing how one person can still save the day.

However, ~~text 1~~ text 1 is in a professional, Super-league final whereas text 2 is set in a game of football at school. In text 1, Eniola describes how "The title was just one goal away" showing how much higher the stakes are playing for a world title. Whereas in text 2, it's a pretend play ~~match~~ match between a kids version of "Manchester United v. Spurs in this vital fifth round cup-tie". Text 1, shows the reader how tense and high stakes the game is, making the reader feel anxious and worried however text 2's lower stakes provides a more calm experience, however still interesting to follow along with for the reader. The reader however may feel more anxious for Eniola rather than Billy due to the higher stakes.

Also, text 1 ends up losing and being crushed in the team ~~with~~ <sup>similarly</sup> text 2 ends ~~triumphant~~ <sup>losing</sup> with Billy's team ~~losing~~. Text 1 describes how "the whistle blew and" Eniola "collapsed onto the field, sobbing as her "world crumbled" ~~text 2~~ <sup>similarly</sup> text 2 describes how "Billy dived flamboyantly and made an elaborate pretence to save it but the ball bounced over his arms... "into



the net: Both texts describe how after long attempts to succeed, sadly both were crushed. To the reader, they may feel disheartened that after the final attempt they don't succeed. However, the reader may feel more sorry for Billy as he is a child, ~~and~~ or some may feel more sorry for Emiola as she has trained her whole life for this and her team and the injury let her down.

**Examiner comment and mark:**

This response is a secure Level 4 with a range of comparisons, exploration through perspectives with a balanced range of textual references for support.

**Level 4 – 13 marks**



## Script 8

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas ✓
  - points of view → positive, negative
  - presentation of these ideas and views.  
↳ long description, short description
- Use examples from both texts to support your comparison.

(16)

Both texts display the importance and ~~unity~~ unity of being part of a team, however Text 1 ~~focuses~~ <sup>focuses</sup> more on a singular player ~~or~~ of the team, and Text 2 focuses on the team as a whole. In Text 1, to begin with, the writer describes how they "had visualised it all", and "I would score", "I would win". The singular pronoun "I", implies to the reader that although the writer/player is part of a team, they are more concerned about their own achievement and plan to win, instead of the whole team planning to win. This might suggest to the reader that the writer is almost selfish or egotistical, because they decided to ~~think~~ think about themselves instead of others. In comparison, text 2 describes the importance of the whole team, and the parts they played in order to win. For example, the phrase "everybody working" and "exerting the strongest ~~pull~~ pull on the players nearest to it". The phrase "everybody working" displays to the audience that being part of a team is hardwork, and everybody within that team needs to put their best effort



forward in order to gain success, it can't just be one singular player. Perhaps that's why in Text 1, the team didn't ~~succeed~~ succeed at winning, because the whole team wasn't in sync / working together. In addition, the quotation "exerting the strongest pull on the players nearest to it" shows just how determined the players are into helping one another to victory. The phrase "exerting the strongest pull on the players", implies that the ball encouraged players to keep going and the only way they were going to be able to win, is by being enthusiastic / determined about the game. In much comparison to text 1 where "there was no fire or fight in their eyes, only numb shock", demonstrating that the players of my team had no determination at all, which is what evidently lead them to loss.

On the other hand, both texts present the fast paced action of being a team through a range of short sentences and verbs. For example, in Text 1, the quotations "I thought a ~~huge~~ rising wave of nausea", and the verbs "plummeted", "bunched", and "stormed", all convey the fast paced and dangerous events involved in a football match. The verbs "plummeted" and "bunched" convey that the match is may quite aggressive and so the players



must be quick in their actions in order to not get injured. Similarly, in Text 2, the writer also uses a range of short sentences and verbs to portray the speed of the football match. For example, "running", "sprint", "slithered" and "whipped" all connote the speed at which the players were playing at, and quotes such as "slithered" or "sprint", almost portrays the players as animals, "slithered" connotes snakes, which are very fast creatures, and "sprint" relating to a cheetah or lion possibly, which again are very fast and dangerous creatures.

In Text 1, the writer describes the negatives of being part of a team, whereas in Text 2 they describe the positives, which is winning. For example in Text 1, "I collapsed on to the field, sobbing as my world crumbled around my ears". In comparison to Text 2 where they describe "sprinting into fire" and "The ball was a magnet".

**Examiner comment and mark:**

This response fulfils all of Level 5 criteria. Although not as extensive in the range of comparisons, the comparisons have a clear and detailed focus on the question, with detailed analysis and discriminating textual references.

**Level 5 – 16 marks**

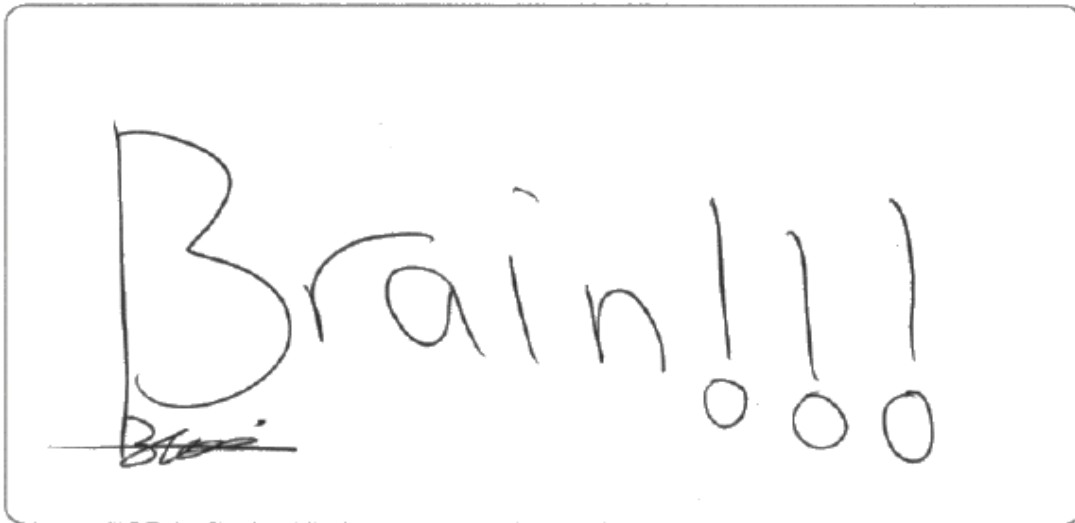
## Section B: Writing

### Question 7

#### Script 1

Chosen question number: **Question 7**  **Question 8**

Plan your answer to Section B here:



Write your answer to Section B here:

We had a strong plan - what could go wrong? Our plan was to take over a bank! We had 4 people going left and right, 2 from the back and 1 going to the front. The person going in from the front was a distraction trying to open a new account ~~with~~ the others sneak inside of the bank they all had blow torches to get through all of the barbed metal. AS the one at the desk was distracting the 2 men at the back got in. Now! all of



The men were in they shut down all the cameras, alarms and triggers and all they had to do from now was figure out the key code and then get the cash they manage to figure ~~out~~ the key code they started to load there bags until they here something, the radio they heard a bodyguards radio so they started to load there bags quicker but. They didn't have enough time so they had to shut <sup>the</sup> door but they didn't realise they locked themselves in the bank / safe a few days go bye they are starving and dehydrated someone opened the bolt and they got arrested 'we had a strong plan - what could go wrong? but after i opened a bank account i was free and left my plan worked out after all!!!?'

**Examiner comment and mark:**

**AO5** - This response meets most of Level 2 but does not use paragraphs.

**AO6** – This meets all the bullet points for Level 2, although spelling and sentences are not always secure.

**AO5 – Level 2 - 8 marks**

**AO6 – Level 2 - 6 marks**

**TOTAL – 14 marks**

Script 2

Chosen question number: Question 7  Question 8

Plan your answer to Section B here:

clear plan

heist - money  
- group of 3

Para 1 - setting of bank  
Para 2 - thought of being rich  
Para 3 - flashback to being poor - small house, no electricity, no food  
Para 4 - Quick tempo of stealing  
Para 5 - police, shootout, arrested


Bank - cameras have eyes, secure

Write your answer to Section B here:

We had a very clear plan - what could go wrong?

Slowly, we entered the bank; trying to act as calm as possible. ~~We~~ We knew what we had to do... It felt as though the cameras were already staring at us with their little, beady eyes. ~~Barriers~~ Barriers. Security. Fight. My hands started to dampen, my leg started to shake. My two comrades awaited my command to begin. What could go wrong?

My mind drifted off, dreaming about the wealth and money we were about to obtain. A huge house in Hawaii,



Ten new cars, a yacht, clothes, Jewellery. This would all be mine. The dream of a lifetime, I could finally prove myself to the people that doubted me, the ones that said I 'couldn't make it'. This was my time...


'Mum can I have some food please?'

'We have nothing but bread and some musty water, im sorry son.'

My stomach rumbled, crying in pain. One day it would get better. Right? One day we can afford food, a bigger house. Right? These questions whirled around my intrigued mind. Was I inadequate?

This was my time...

I pointed my hand forward - it was go time... Our masks were rushed to be put on ~~our~~ <sup>our</sup> heads and our guns were drawn. Ten, we ordered people onto the floor. Nine, we rushed to disable any camera still beaming down upon us. Eight, two of us bolted to the safe, the sound of our breath deepening every step we progressed. Seven, 'BRZZZ' the sound of the drill pierced our ears, deathening us. Six, we stashed the money in the big, black bags with a smirk on our faces. Five, we charged back to the area to meet our last member, ready



to escape. Four, we all ran with the biggest sense of accomplishment anyone could feel... Three, the doors were in sight ready to fill up the car. Two? This wasn't meant to happen... How could this be? Everything was planned to perfection! We were met with an abundance of police, SWAT units and off duty officers all with their guns pointed at us. Our hearts sank. A drop of sweat trickled down my forehead. Knowing our time was over; we handed ourselves in.

What could have possibly gone wrong?

**Examiner comment and mark:**

**AO5** - This response confidently met all the criteria at Level 3, showing a clear ability to communicate, developing and connecting ideas and using structural and grammatical features to make the meaning clear. It has also been awarded for its effective use of bullet point 2 at Level 4. Its effective use of tone, style and register meant it was awarded at the lower end of Level 4.

**AO6** - The response meets all of the criteria at Level 3.

**AO5 – Level 4 - 16 marks**

**AO6 – Level 3 - 10marks**

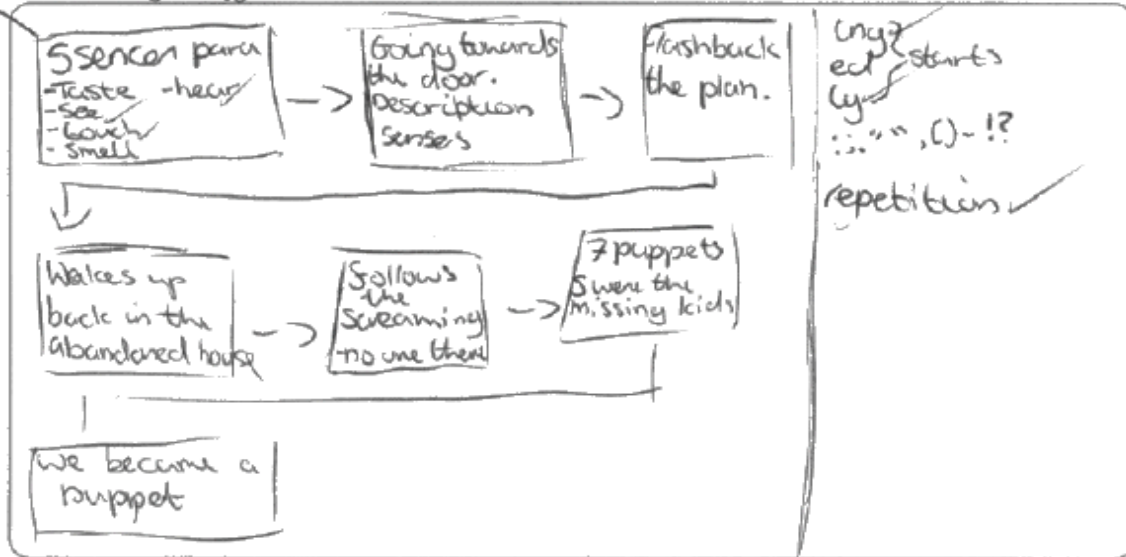
**TOTAL – 26 marks**

Script 3

Chosen question number: Question 7  Question 8

Plan your answer to Section B here:

short sentences for effect



Write your answer to Section B here:

We had a <sup>very</sup> clear plan - what could go wrong?

It was dark. So very dark. All that could be seen was the shape of the building leaning over us. It was quiet. Silent even. So silent that it was so loud. ~~¶~~ Something took hold of my hand. Something... cold? It was gentle. No threat was present. As I turned my head to see who it was... no one was there. Frantically, I began to look around and everyone was gone! I was alone. So very alone.

Creeping towards the tall rotting door my trembling



We had a very clear plan - what could go wrong?

Suddenly ~~by~~ my eyelids burst open. Struggling to see and breathe I stayed on the floor. Climbing to my feet I made my way to the door. I reached for the large, silver handle. Then I froze. I couldn't just leave my friends behind. I quickly turned around and made my way down the cold, stone ~~stairs~~ stairs.

The silence was taken over by screaming...

It was Samantha!

I bolted to where I heard the screams. I threw myself into the door, slamming it open. Sprinting into the room and... no one was there? but how? Suddenly the door slammed shut. A dim light turned on. Old puppets were hanging from the ceiling by the neck. There were seven in total. Five of them I ~~didn't~~ recognised but from where? I don't know. However the other two looked like... Samantha and Thomas?

"hands curled into a ball. "We have: torches, cameras, our phones and first aid kits in case anything happens." Samantha said trying to reassure me. Reluctantly, I agreed.



Everything went black again. Slowly my vision came back. I couldn't move. I couldn't feel the floor. I was cold. All I could feel was something around my neck. But I could still breathe. I forced my head to turn to the left and they were there. I was face to face with the other puppets... ~~horrible~~

"It will be fun" they stated "nothing will happen." they exclaimed. All I felt was anger. No joy, no pain, no sorrow. Only anger. I was angry. So very angry.

**Examiner comment and mark:**

**AO5** - This response demonstrates a secure ability to communicate clearly, effectively and imaginatively. It manages the ideas cohesively and deliberately across the text. It also attempts to organise for effect and while not consistent, does use an effective tone and register.

**AO6** - a response in the middle of Level 4, using a range of punctuation, vocabulary and sentence structures for effect. However, some slips in both spelling and grammatical control hold it back from the top of the level.

**AO5 – Level 4 - 18 marks**

**AO6 – Level 4 - 12 marks**

**TOTAL – 30 marks**



## Script 4


Chosen question number: **Question 7**  **Question 8**

Plan your answer to Section B here:

Write your answer to Section B here:

We had a very clear plan = what could go wrong? ~~The water looked as cold and menacing as normal.~~ The air was colder than normal, maybe 3°C? It was a ~~cold~~ crispy, icy morning... Nothing we couldn't handle though Right?

The wind ~~swirling~~ <sup>spiralling</sup>, swooshing, swallowing our hopeful attitudes for our race as we made our way down the forever ongoing river. The river we had rowed on plenty of times. The river we call our second home. The river we would row down to victory. It was our ritual. Our moment to make ourselves proud. What could go wrong?



The boat was silenced by the nerves ~~was~~ that were that could be heard, almost as if my brain had tuned itself into ~~see~~ that one thing ~~only~~ and that one thing only.

This was not how it was meant to go...

Blades clashing. Anger building. Boats Tipping.

It had only been a maximum of ten strokes before the race ~~was~~ took a turn for the worst. My hopes of winning were slowly being ~~being~~ ripped away from my mind as I swallowed deeply and fought a rapidly rising wave of nausea.

Our blades stuck ~~to~~ underneath the carbon fibre creation next to us - the oppositions boat - We got the bad luck of the draw. Almost as if it was in slow motion, our boat tipped over to the left hand side (towards our oppositions boat) and my entire crew got stuck from the boat and strangled under to water below the boats and blades.

Milliseconds felt like seconds. Seconds felt like minutes.

~~Minutes~~ Minutes felt like days.

We had a very clear plan, - how did it go wrong?

It felt as though I was being held down, ~~and~~ I would never

be able to resurface and escape the maze of the meandering, never ending river. Shouting from the dry, shaken up crew above me was all I could hear. Panic was setting in. I was trapped.

~~I could~~ After sensing the crew above me now towards the finish I tried to pull myself back up above the water, it was now a fight for survival not a fight to win.

~~the water~~ <sup>was</sup> ~~feeling colder and colder every second and all I could wish for was my warm bed.~~

I had misjudged it - the crew were still above me, navigating their way <sup>through the mess of the</sup> ~~through~~ blades of our abandoned boat.

~~A blade~~ I surfaced for air, but a blade came sailing through the water.

~~Terror~~ Terror was my only feeling. The blade sliced through the water coming at me at power and speed.

There was no time left. <sup>I couldn't move away in time...</sup> ~~I couldn't move away.~~  
How did this race go so terribly wrong?



**Examiner comment and mark:**

**AO5** - This response is beginning to demonstrate aspects at Level 5, communicating clearly and effectively with some sophistication in places. It's utilising a range of structural and grammatical features to support coherence. It attempts to shape the audience response in a sophisticated manner, while not always being sustained, hence the mark at mid-Level 5.

**AO6** - this response meets Level 4 criteria and also employs an extensive range of vocabulary for effect, thus being rewarded at the bottom of Level 5.

**AO5 – Level 5 - 22 marks**

**AO6 – Level 5 - 14 marks**

**TOTAL – 36 marks**

# Question 8

## Script 1

Chosen question number: **Question 7**  **Question 8**

Plan your answer to Section B here:

The Ruthless band  
 The best ~~at~~ concert in ~~the~~ <sup>10</sup> years  
 It was November ~~2016~~ <sup>2018</sup>  
 That year it was the best  
~~getting~~ ~~reception~~ <sup>band</sup> ~~and~~ and it was  
 so crowded with 20000 people.

Write your answer to Section B here:

The Ruthless band was celebrating ~~at~~ 20 years as a band together. In 1996 they formed a band together then on November ~~10~~ 2016 the band did a concert which was talked by millions of people <sup>around</sup> ~~at~~ the world. Over 20000 people ~~and~~ went to the concert and sang it out ~~like~~ as people were in tears. ~~that~~



As It was a November day the concert was outside but it was hot as people starting to crowd it was hard to move like a ~~polar bear~~ polar bear. Overall it was the best song of the year and it has become a worldwide hit. The Ruthless asked Sans that ~~how~~ how many times do you listen and 65% said 5 times a day which led the band feeling happy and stocked. Also do you know ~~more~~ that the more you listen to the more you ~~love~~ love the more you going to have a ~~great~~ great day.

**Examiner comment and mark:**

**AO5** - Meets everything at Level 1, but there is some ability to communicate clearly with some paragraphing, although it is not secure in either.

**AO6** - Meets all the criteria at Level 1 for AO6, with some attempt to include sentences and some details such as dates, figures etc. which lifts it.

**AO5 – Level 2 - 7 marks**

**AO6 – Level 2 - 6 marks**

**TOTAL – 13 marks**




## Script 2

Chosen question number: **Question 7**  **Question 8**

Plan your answer to Section B here:

Write your answer to Section B here:

"I can't believe it!" Today... today is the day - No more waiting - In just a few minutes, I'll be sat with 10,000 other people, in an arena that's a million times bigger than any other I had been to. Do you know the best part? I'm front row! Yes, it cost me my life earnings and yes, it's ~~sat~~ only for 2 hours of my day but I'm so sure it'll be worth it, I mean... why wouldn't it be? I have only been dreaming about this my whole life, sure hope I'm not dreaming now.



Me and 2 other friends arrived extra early, In fact, We arrived 3 hours early and no... It wasn't accidental. After waiting for 2 hours, - hesitant to go in - the officials finally started to bring everyone in and of course, we were first to enter. They opened the door wide for us to go in, I took a deep breath of sheer excitement. I took the first step. Empty. The thousands of seats. Empty. ~~At~~ Just to think, in under ~~an~~ an hour, this place is going to be jam packed, we trotted to our seats and not one word was said, we just sat in joy and disbelief.

An hour later, the seats were finally full and the noise was unimaginable. Suddenly, the lights went off. It was so dark, you couldn't see a meter in front. The crowd let out a huge roar, as we knew what happened next. In all the screaming, ~~the~~ tears left my eye "Best day of my life!"



Great massive stage lights turned on and the performer stepped out from the red velvet curtains. They walked out with such enthusiasm and the audience acted as followed.

**Examiner comment and mark:**

**AO5** - This response works well at Level 3, showing a clear ability to communicate effectively and employs some stylistic and rhetorical devices to suit purpose. It was awarded a mark of 12 as it was felt that it wasn't always secure in all aspects of this level.

**AO6** - a mark of 8 was awarded for a range of vocabulary, some variety of punctuation and sentence structure, although there are some errors evident.

**AO5 – Level 3 - 12 marks**

**AO6 – Level 3 - 8 marks**

**TOTAL – 20 marks**