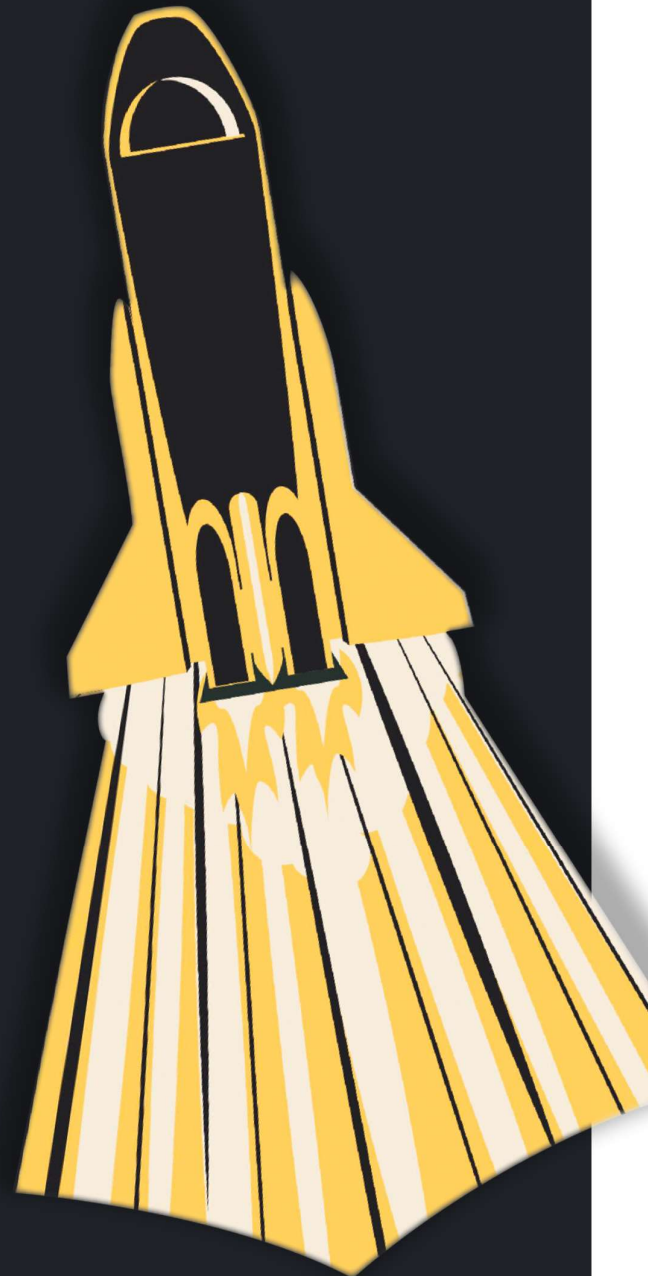


GCSE (9–1) English Language 2.0

Paper 2: Fiction Texts
(1EN2/02)

Exemplar Scripts and
Commentaries

Summer 2022 Series





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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Language 2.0 Paper 2: Fiction Texts (1EN2/02)
- The responses in this pack were taken from the Summer 2022 examination series. The question papers and mark schemes can be found on the Pearson website [here](#).
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on teachingenglish@pearson.com



Section A: Reading Exemplars

Question 1

Script 1

- 1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

The cyclist tries to maintain his gap from the other cyclist by going into trial mode

(Total for Question 1 = 1 mark)

Script 2

- 1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

attacked with everything he had.

(Total for Question 1 = 1 mark)

Script 3

- 1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

his try to get away from the elite cyclist because he want to win the race

(Total for Question 1 = 1 mark)



Question 2

Script 1

2 Read this extract.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses ~~long~~ words to describe the negative feeling of the boy which he is really ~~fr~~ frustrated about the race, which made him really angry, ~~lost~~ lack of confidence, hopeless and thinking negative say but they got zero chance of winning.



Script 2

2 Read this extract.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses the ~~word~~ verb "angry" to show his negative feelings about the situation he is in. The writer shows this in the sentence "I was furious with my impetuosity, angry...".



The writer uses the noun "hopeless" to describe his negative ~~situation~~ feelings about the situation he is in. I know this because the writer says "my emotions led me into such a hopeless situation."

The writer uses the adjective "ebbed" away to describe his negative feelings about the situation. I know this because the writer says "Now my confidence ebbed away."



Script 3

2 Read this extract.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer successfully uses language to show his negative feelings about the situation via "now my confidence ebbed away" ~~and~~ portraying he is under pressure and letting his emotions take over eating away at his mind.



The writer again successfully uses language to show his negative feelings. "Zero chance of success." disclaiming ~~the~~ ~~the~~ the cyclist is ~~and~~ thinks about what's going to happen allowing him self to drop back due to all the negativity.



Script 4

2 Read this extract.

~~PAGE 25~~

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer successfully uses language to show his negative feelings about the situation he is in. For example ~~So we had to plough on~~ "All our efforts would probably be for nothing." So we can see here that he is thinking negatively because he claims that no matter how much effort is put in by them that it would



be for nothing. So he has lost hope and moral.

Another way the writer uses language to show his negative feelings about the situation he's ~~is~~ ~~in~~ by using a metaphor effectively. For example "But we were in an attack with close to zero chances of success." This is a metaphor because the two teams of cyclist are not literally attacking each other and it shows his negativity because he states his chances are close to zero so he still has no hope or confidence in himself or his team.

Finally the writer uses language to show his negative feelings about the situation he's ~~is~~ ~~in~~ by ~~using~~ successfully using ~~an~~ hyperbole for example "and we are now under obligation to race." The ~~the~~ word obligation exaggerates the situation for the ~~pur~~ purpose to highlight how seriously the race is being taken because they are not actually under **(Total for Question 2 = 6 marks)** an obligation to do the race.



Script 5

2 Read this extract.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)
For starters, the word "impetuosity" suggests to us that the cyclist feels a little stupid for allowing his negative emotions to lead him into, as it says in the extract, a hopeless situation, and there's the quote "zero chances of success", which only makes the feelings of dread that the cyclist not being



able to get out of this stronger, but it also makes us readers more and more hooked in and makes us wonder questions like "What could possibly happen from this point onwards?" or "Will the cyclist be able to find a way out of this situation!?"

Secondly, when the changed and began to rain, it made it a little bit more difficult for the cyclist to navigate the routes of the road in Spain, especially in the corners and when he began dropping behind the other racers in that brief, but costly moment, his confidence has "ebbed" away from him which made him, for a instant, forget how to handle his bike, and the line "I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony" suggest that the cyclist doesn't want this suffering to continue any longer.



Script 6

2 Read this extract.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

Firstly, the writer uses hyperbole of "the world were watching" to convey to the reader the massive weight of immense pressure he felt on his ~~sole~~ shoulders. This hyperbolic noun is utilised by the author to illustrate that he felt as if everyone's eyes were on him, and, given that he is describing a situation "with close to zero chance of success," this is clearly a negative sentiment; he felt as if he couldn't escape people's gaze, and so this compounded



his negative feelings.

Moreover, the writer also employs ~~to~~ adjectives such as "furious" and "angry" to distinctly demonstrate to the reader his exact emotions during this late stage of the race. The negative and irritated adjectives used by the author ensure that the reader has no doubt about his exact feelings. These adjectives are all emotions everyone can sympathise and relate with, and so they emphasises his annoyance.

Finally, the writer uses the metaphor "My ability to handle my bike... had deserted me." This metaphor highlights to the reader the loss of control that the rider felt in these instants, and so underlines the helplessness that the author experienced. The verb "deserted" emphasises the massive extent to which the cyclist felt he had lost his skill, and so causes the reader to easily understand his feelings of despair in this situation.



Question 3

Script 1

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

= the car was still out of control

(Total for Question 3 = 1 mark)

Script 2

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

"number of people trapped"

(Total for Question 3 = 1 mark)

Script 3

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

The one way the reader understands that Clerfayt is in trouble is that the car was still out of control because the car was still out of control

(Total for Question 3 = 1 mark)



Question 4

Script 1

4 The writer presents an exciting event.

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 successfully interests ~~the reader~~ and engages the reader within the text via the ~~language~~ structural useage of "seconds later" this language porays not only suspense but a shocking jaw dropping effect on that reader.



Script 2

4 The writer presents an exciting event.

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 interests and engages the reader in many different ways.

The text starts off with getting straight into it. "The car roared off" This is the first few words of the text. This can effect the reader by getting them ~~immediately~~ ^{suddenly} attached to the text and wanting them to read on. It gets the readers excited.

"The mountain range of the Madonie?" The writer is telling us the surroundings of the racer and is describing the environment. Such as "The flickering silver of olive groves." This tells us that obviously the sun is making them flicker as they race.



Script 3

4 The writer presents an exciting event.

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 a list to build tension on the reader. 'The car was out of control, skidding and trembling'. The use of the list allows information to be passed on quickly shocking the reader as they read it.

The writer uses imaginative writing to build a picture in the reader's mind. 'Seconds later, the road plunged down once more from the height of polizzi.' This allows the reader to imagine the scenes of the car plunging down this road.

The writers use short sentences to create tension. 'The cars raced along close together'. This short sentence allows the reader to read it quickly imagining it was happening in real time to build that tension and excitement.



Script 4

4 The writer presents an exciting event.

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.

L+S=E

Use examples from the whole text and relevant subject terminology.

(10)

The writer successfully engages the reader immediately through their use of structure. For example "The car roared off." This short sentence right at the beginning interests the reader because it has no explanation as to why this happened so the reader is curious for an answer. ~~the verb roared is also personified~~ therefore they are engaged.



The writer also effectively engages the reader through the use of Language. For example "the hot breath of the motor." This is personification because the writer gives a non human object human characteristics. This interests and engages the reader because it's something relatable as everyone knows what hot breath is so by describing the car having hot breath creates imagery in the reader head therefore interesting and engaging them.

The writer use Language successfully to engage and interest the reader. For example "dotted with people like a country bakers cake with flies." This is a simile as it describes the similarity of the people ahead of him that he's referring to, to a bakers cake that attracts lots of flies. This engages the reader as it creates imagery because most people would know what that looks like so gives them a better understanding therefore engaging them.



Finally the writer uses structure to engage the reader effectively. For example, "The mountain range of Madonie... and suddenly a spiderlike insect: a car." This is a complex sentence with lots of listing of events to emphasise that they are happening so quickly as the driver drives that there is no time for a pause for a full stop. This engages the reader because it crams lots of events and detail into a small narrative space so they too get the feeling of the pace of the car.



Script 5

4 The writer presents an exciting event.

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 extract, the writer uses the personification 'The car roared off' to really engage the reader as the verb 'roared' demonstrates the aggression and power of the car as it took off. This interests the reader to further read on to see if the roaring of the car had an impact on the placement in the race after it took off the way it did.

The writer then successfully shifts to describing the race route through the eyes of the driver. This engages the reader as the writer will be interested on how the path looks and how beautiful the surroundings are. The writer uses the simile 'an insect that slammed like a bullet in his head glasses' to really emphasise the colossal speed the racer was going at.



The writer then changes the focus of the structure of the extract to talking about the two major competitors; Clerfayt and Duval. This excites the reader as they will compare who they think will win the race and hope it's the one they're rooting for. The writer uses comparative phrases such as 'Clerfayt was faster on the curves' and 'it had to be Duval' to demonstrate the agility both drivers had.

The writer's attention now is towards both cars racing 'along close together' which also engages the reader to explore and find

out, ~~who~~ ^{if Clerfayt} will take the lead. The writer successfully creates tension which puts his audience on the edge of their seats.



Script 6

4 The writer presents an exciting event.

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 tries to interest and engage the reader from the quote "road plunged down" this shows that the road suddenly changed which made the race more intense and this interests and engages the reader they want to know what happened next and is the sudden change in the road effected the race. The ~~best~~ adjective "plunged" the emphasises that the race could change ~~fast~~ quick this interests and engages



the reader. The writer tries to interest and engage the reader from the quote "rear wheels skidded on him again" this shows that he could possibly crash or go through a intense turn in the race and this could interest and engage the reader. The ~~adjective~~^{verb} "skidded" this emphasises that he could be in danger or it could change the outcome to the race and this interests and engages the reader to know what happens next. The writer tries to interest and engage the reader from the quote "he felt a tearing at his shoulder" this shows that he has injured ~~his~~ himself and it could effect the race and his future in racing and this interests and engages the reader to find out what happened. The adjective "tearing" this emphasises that he is in alot of pain but he has to carry on with the race and this interests and engages the reader because they might want to know if it effected his race.



Script 7

4 The writer presents an exciting event.

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, the author engages the reader from the very first sentence, "The car roared off." This short sentence gives an abrupt and very rushed sentiment to the rest of the text, and so excites the reader as they begin to feel their heart racing in anticipation of what's next. The length of the sentence ensures that the reader is completely aware of the context of the extract before they have even properly begun to read it, while the rushed tone leaves them surprised and eager for

more. In this way, the writer employs this short opening sentence to catch the reader's eye.

Furthermore, the author uses the metaphor "A people... became giants" to illustrate to the reader the incredible sense of pressure and claustrophobia he felt during the race. The metaphor of the noun "giants" outlines that the author felt intimidated and small, which reflects his thoughts on the situation. This sentiment of being pressured interests the reader as it makes them wonder whether he will escape the situation.



In addition, the author uses the tricolon of nouns "the flowers, the greenness, and the sea" to depict to the reader the beautiful and picturesque setting that surrounds them. This tricolon of very peaceful and serene nouns offers a sense of calm to the situation, which contrasts the importance of the race, and portrays the beauty of the scenery. This enables the reader can build up a glorious image in their head, and so this leaves them interested and excited.

Moreover, the simile "like a country baker's cake with flies" further constructs the idea that the ~~the~~ writer feels uneasy and under ~~massive~~ massive pressure. The simile, used to describe the "people" watching, likens the audience to "flies". This noun has horrible connotations of annoying and buzzing insects, and so leaves the reader with feelings of ~~irritation~~ irritation and annoyance. This engages the reader as it forces them to reflect on their own annoying experiences (possibly involving pie).

Finally, the author includes a complex list "The mountain range...



a car" in the second paragraph to clearly portray to the reader the exact setting that surrounds him. This long and extended list presents beyond doubt to the reader the incredible ~~low~~ mountain range that envelopes the author, and its length ensures that every possible reader is interested due to its variation and distinctness. This therefore engages the reader on a personal level, as they are able to insert themselves in the picture.



Question 5

Script 1

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

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

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

(6)

In both texts there is something wrong with the person. Both texts nothing good has happened.



Script 2

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

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

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

The first similarity (6)
In text 1 ~~the~~ David Millar is a cyclist
in a top racing team. However, in
text 2 Cleryt is a racing driver. However,
these are similar because they are both
a sport.

The second similarity is both of them
~~are~~ like speed. In text 1 the
cyclist controlled his power. Therefore,
he is cycling at a high speed. In
text 2 Cleryt loves speed we
know this because 'shooting past
him' this tells us he enjoys the
adrenaline rush.



Script 3

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

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

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

(6)

In text 1 there is a quote "so I changed up the gears" and in text 2 there is a quote "shifting, shifting". These two quotes both show the reader of how hard the drivers are trying and all the effort they are putting in.

In text 1 there is a quote "The reality is my attack bodyied" and in text 2 there is a quote "Duval slowed for just a second, and Clerjaye was past". This shows that the riders both had a plan of what to do but it didn't go well. These plans had backfired.



Script 4

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

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

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

(6)

Both texts talk about time. Text 1 says "30 seconds". Text 2 says "10 minutes".

Both texts talk about difficulty. Text 1 says "strain". Text 2 says "screaming". Text 2 says "strain".

Both texts talk about racers. Text 1 says "a successful British cyclist". Text 2 says "a racing driver".



Script 5

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

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

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

(6)

One way ~~there~~ their experiences are similar is that they have both given up. In extract 1, it says 'such a hopeless situation' which insinuates that there is no point or hope for him at this point. In extract 2, it says 'impossible to avoid them' which ~~shows~~ also shows a complete loss of hope.

Another way they're similar is that they seem to be getting pushed to their limits. In extract 1, it says 'My body, screaming at me to stop' which shows determination even if as he's giving it all he's got. In extract 2, it says



He felt a tearing at his shoulder
which also shows how he's
still trying even if his body
can't go further.



Script 6

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

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

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

(6)

Both people make it to the top, at the front of the race, before messing up. For the cyclist, it was that "Everyone was so wrecked and so happy we were gone that they relaxed." For the driver, it was that after he overtook his competitor, "In the next second, the car began to dance" meaning it was becoming harder to control.

Both men feel despair as a result, though it is shown in different ways. The cyclist outright says "I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony." The driver however, shows despair by almost hallucinating that "the curve swelled gigantesquely into the glistening sky, the number of people tripled, and they, too, swelled."



Finally, both people present that in a longer form
fall like their's, emotions and feelings can change.
The cyclist feels determination, then pain, then hope,
and the driver feels determination then stress.



Script 7

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

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

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

(6)

One way the experiences are similar is because in text 1 the writer says "But we were in an attack" and in text 2 they say "Slammed like a bullet into his glasses." Both of these quotes show they are both being attacked and it is distracting them.

Another way these texts are similar is because in text 1 it says "my ability to handle my bike on the slippery catalan coastal roads had deserted me." In text 2, it says "The car was still out of control." They are similar because they both have no control over their bike/car and both could be in danger.

In text 1 it says "We had to plough on" and in text 2 it says "He stepped on the gas." These are similar because they both are struggling but have carried on trying even through their circumstances.



Question 6

Script 1

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

In text 1 it shows how the
writers bike race keeps getting
worse and worse until the very
end, where there is a slight bit
of hope that it gets better.
While text 2 is the complete
opposite as it gets better and better
until the end where things begin
to go wrong.



Script 2

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

In both texts they are both very determined to win this race they are in.

"Used the power of my bodyweight to crush the pedals".

They both show sadness and disbelief in both texts. So we know this because they say.

"All of our efforts would probably be for nothing" and "Till it seemed impossible to avoid them."

They both also show and tell us what the type of environment they are racing on. We know this because it says.

"on the slippery cataract roads" and also.

"The mountain range of the Mordor".



Script 3

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

Text 1 is told from the first person perspective of David Miller whereas text 2 is told from a third person perspective following the race. Therefore text 1 one feels personal and easily connectable to David.

Text 1 main idea is to give an insight into David Miller's life as a cyclist and the mental and emotional struggle of cycling as the text states, "cycling plays with the mind," whereas text 2 is a novel and its purpose is to create entertainment and spectacle by extravagant set pieces like the "striding out of control as it a curve," dotted with people. The writer also uses more language techniques in text 2 as it helps engage and engage the reader in an enthralling race.

Text 1 presents the race as a mental and physical challenge which personally cuts deep constantly sharing the



state of mind of the racer whereas
text 2 only shows the most basic of
emotions of the driver, enough to understand
the situation he is in but not enough
to connect to him where you feel for
David and his struggle in the race.



Script 4

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

Both texts play out during a competitive race and their experience there of. During the reading of text 1, one can spot a line that reads "When you take on a lone attack in professional racing, you have to commit and show utter conviction." This presents the reader with motivational speech about racing, whilst text 2 says "The car roared off. Careful, Clerfayt thought, don't strain the motor!" which shows uncertainty in the driver. By not sharing similar feelings about the race, the texts show that they're their own thing and that there is a clear idea behind them both.

By having both texts talk about struggles during a race, the writers seem to agree that competitive racing is not always according to the plan and is oftentimes more stressful than one might think. Text 1 says "All our efforts would probably be for nothing." which shows that the racer has lost their confidence and morale to continue on this race, whilst text 2 says "In the next round, the car began to dance". This shows



that the rider ~~has~~ did see it coming, however, is still well on guard and struggles to get the car under control.

Both texts show how the character copes with certain situations when under stress. Text 1 says "I was furious with my impetuosity, angry for allowing my emotions to lead me in such a hopeless situation" This takes a toll on the reader, as they start to feel empathy for the David as they know he's losing any hopes of winning. Text 2 says "Clayfayt waited tensely until the road began climbing in sweeping curves" which shows the reader ~~that~~ that even though Clayfayt is under stress, ~~he~~ he remains calm, making the reader cheerful and ~~motivatio~~ motivate Clayfayt onward.



Script 6

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

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

Use examples from both texts to support your comparison.

(16)
Text 1 is taken from an autobiogr-
aphy, showing how it is a real life
experience. This cyclist experienced this first
hand, so this is an account of
everything that happened. In this he
talks about how most of the comp-
etition is within yourself, shown by
his "body, screaming at me to stop."
This portrays the idea that you are
in competition with passion, determin-
ation and your own body, along
with the competitors.

Text 2 is from a novel; although it
could be based on a true story, it
is fiction. It is written in third
person, making it a less personal
experience. Because of this, the views
are different. In this text, it depicts
the main competition as being those
closeby, and you can be inconveni-
enced by your car whilst doing so.



It says how, "in the next round, the car began to dance" displaying how it is simply another obstacle you must deal with. Losing control is not your mind's fault, and however your lack of control of the car.

Text 1 progresses slower than the second text. Since it is more of an account rather than a fresh story, the writer is able to reminisce and document it with as much detail as possible. This is seen with the ~~words~~ phrases "furious with my impetuosity" and "confidence ebbed away". These are very descriptive and help the reader visualise the cyclist's emotions at the time.

Text 2 is much more fast paced, though. This extract, since it is much less personal, focuses on the action rather than emotion. There are a lot of short sentences, along with lists of the events, and this whole extract practically races along with the narrator. Although there are descriptions, they are much less emotive, and more so involve "skidding



and thumping" and "curve swelled
gigantically". Although, one thing this
does contain a lot of is comparisons.
Saying "like a country baker's cake
with flies" signifies initial, random
comparisons, as since it is so fast
paced, the driver only sees it for
a brief moment.

Overall, ~~the~~ both writers have quite
similar views about competitive
racing, but there are a few differences,
such as causes for concern.



Script 6

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

In both writers' descriptions of their competitive races, there are many similarities and differences in the content and portrayal of the ~~st~~ experiences.

To commence, both texts have very similar structures, using an array of short sentences and paragraphs to convey to their readers the rushed ~~and~~ nature and pandemonium of their stories. Text 1 uses simple sentences such as "There are no half measures," and "So we had to plough on" to add an abrupt and compressed feeling to the experiences he describes. The author uses these brief phrases, dotted about the text strategically, to reflect the suspense he felt during the race, and to directly present to the reader his pressed and pressured feeling. Likewise, the author of text 2 also uses short sentences such as "The car roared off" and "The cars raced along together" to similarly convey to the reader these feelings of panic and anxiety that set in during the race. The writer of text 2 also positions these abrupt and ~~curt~~ brief phrases in specific places, such as the start of the entire text or a paragraph, to maximise the level of excitement and electricity felt by the reader. In this way, both text 1 and text 2 utilise short sentences to



engage their readers and mirror their own anxious and rushed feelings.

Moreover, both authors heavily focus on the compact direct competition present in the race. While text 1 uses the presence of a "pursuing peloton" to portray to his readers the tense nature of a race, text 2 focuses on a single rival, Duval, to represent the other contestants. Both texts use this fundamental part of any race, the competition and direct face-offs, to excite the reader and also to add a layer of intense wonder to their pieces. Text 1 uses examples such as "I prayed the peloton would reel us in" to show his worries and doubts over his own strength to overcome the competitors; with the verbs "prayed" and "reel" used to demonstrate his actions and thoughts during the race.

Likewise, text 2 mentions instances such as "Duval, shooting past him on the inside" to outline to the reader the battle ensuing between him and his principal rival. Once again, the verb "shooting past" highlights the speed and intensity of the direct competition. Thus, both texts add a more personal layer to their accounts by including references to other riders.

Furthermore, text 1 and text 2 have similar points of view in regards to the difficulties and hardships faced during the races. While text 1 mentions almost giving in to the aforementioned competition, text 2 also depicts a scene in which the driver almost loses control of



their vehicle. Text 1 uses the metaphor of "being in a pit of despair" to convey to the reader the depth of his emotion and emphasise the immense lows he felt during the race, while text 2 opts for a much more physical approach, with the same effect. Text 2 uses verbs like "skidding", "thumping" and "jerked" to demonstrate the erratic nature of the car's movement, and build the same sentiments of agony and worry that are utilised in text 1. Therefore, both text 1 and text 2 employ examples of challenges, both mental and physical, to display the pain of competitive races.

Finally, one way in which these 2 texts differ is the person that they are written in. Text 1, which is a non-fiction recount of a real race, is written in 1st person, while text 2, taken from a fiction book, is written in 3rd person. In this way, text 1 offers a personal and raw story, which some readers may even recall from a different, spectator's perspective. In contrast to this, text 2 focuses much more on description rather than emotion, as the author is unable to directly implement themselves in a real racer's shoes. Due to these differences, text 1 presents the theme of competitive races in an altered way to text 2; with the story having more technical descriptions like references to a "peloton" and "corniche". On the other hand, text 2 uses descriptions of glorious settings to engage the reader: "the palms began anew, the flowers,



the greenness, and the sea'. In this way, text 1 reaches the reader on a more relatable level, while text 2 portrays competitive rates in a more idealistic and fantasy way.



Section A: Reading Examiner Commentaries

Question 1

	Examiner Commentary and mark
Script 1	1 point made, in candidate's own words. 1 mark
Script 2	Bullet point 4 from the mark scheme is covered. 1 mark
Script 3	0 marks as this has paraphrased the question 0 marks

Question 2

	Examiner Commentary and mark
Script 1	There is some comment, but little clear reference. No terminology has been used. A very brief response. Level 1 - 1 mark
Script 2	A solid Level 1 response. There needs to be more development for a higher mark. It is simplistic and meets all the Level 1 bullet points. Level 1 - 2 marks
Script 3	A good example of the 'best fit' approach. The first paragraph is stronger than 2 nd one, so nudges into Level 2. Level 2 - 3 marks
Script 4	This meets all the bullet points in Level 2. This response offers explanation of how language is being used. It used appropriate and relevant references. It used some relevant subject terminology. Level 2 - 4 marks
Script 5	More development overall, with some analysis but no specific subject terminology used, so lower Level 3 appropriate. Level 3 - 5 marks
Script 6	This response covers all the bullet points in L3 and does use relevant subject terminology. It is analytical. Level 3 - 6 marks



Question 3

	Examiner Commentary and mark
Script 1	1 valid point- very common response. 1 mark
Script 2	0 marks as it does not show that Clerfayt is in trouble. 0 marks
Script 3	1 point, similar to script 1 above 1 mark

Question 4

	Examiner Commentary and mark
Script 1	This is a very brief response but does have a quotation and attempts to comment on it. Level 1 - 2 marks
Script 2	This covers all Level 1 bullet points. The comment about olive groves just nudges it into Level 2. Level 2 - 3 marks
Script 3	More consistent in its general comments than script 2. This is more secure in Level 2. Level 2 - 4 marks
Script 4	This is a secure Level 3, although repetitive in parts. Level 3 - 6 marks
Script 5	Structure is covered, albeit not in an obvious way. It uses precise subject terminology. An example of how not all candidates will approach structure in the same way. Level 4 - 8 marks
Script 6	This is capped at Level 2, as there is no mention of structure. Level 2 - 4 marks
Script 7	This fulfils all the criteria for Level 5. Level 5 - 10 marks



Question 5

	Examiner Commentary and mark
Script 1	Limited response with no evidence. Does not meet all bullet points at Level 1. Level 1 - 1 mark
Script 2	Solid Level 1. Meets all bullet points in Level 1. No clear synthesis. Level 1 - 2 marks
Script 3	Only 2 similarities but can award a mark in Level 2. Does offer some clear synthesis but does not achieve the 1 st bullet point at Level 2. Level 2 - 3 marks
Script 4	Meets 1 st bullet point at Level 2 but is not secure on 2 nd and 3 rd bullet points. Level 2 - 3 marks
Script 5	Offers precise synthesis and clear supporting references but does not meet the first bullet point, as only 2 similarities. Level 3 - 5 marks
Script 6	Achieves bullet points 1 and 2. Discusses 3 similarities, but the last one is unsupported. Level 3 - 5 marks
Script 7	A clear full mark response. Achieves all 3 bullet points in Level 3. Level 3 - 6 marks

Question 6

	Examiner Commentary and mark
Script 1	Limited comparison and no textual references. Level 1-2 marks
Script 2	Covers all the bullet points in Level 1. Obvious comparisons. Level 2 - 4 marks
Script 3	Mainly comments and obvious comparisons. Achieves all bullet points in Level 2. Awarded for some explanation, which nudges it into Level 3. Level 3 - 7 marks
Script 4	Solid Level 3. As the comparisons offered over-lap a mark of 9 is awarded. Level 3 - 9 marks
Script 5	A wide range of comparisons and references are balanced across the texts. Achieves all bullet points for Level 4. Level 4 - 13 marks
Script 6	A clear full mark response. A thorough, detailed response achieving all bullets at Level 5. Level 5 - 16 marks



Section B: Writing Exemplars

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:

This was my moment This is
what i've been waiting for since
i was 9 ~~years~~ finally, im at highschool
now there is lots of different types
of people here i love it already
and its my first day. ~~im~~
I cant wait to find out what
school dinners they have here it
better be better than primary school.



Script 2

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

Write your answer to Section B here:

This was my moment. I was ~~scaredly~~ finally about to beat my friends ^{for the} ~~the~~ first time on a game. It was so close I was 2 minutes of winning a game, this week the game that had been chosen by one of my friends was ~~the~~ ^{Football game} ~~the~~. I was nervous and a bit angry that he chose it because it was my first time playing it so I was ready for to lose like every week. In the first few minutes I somehow scored, which made me feel more confident. By the end of the match I ~~was~~ won 3 three to zero but I



still had four more friends to beat. I was confident it was my moment to win because three out of the four had never played the game either. For the next two games I smashed through winning five to zero and four to two, it made me feel over the moon that I won three games. The next game was a very close match, it went ~~out~~ to penalties because there were no goals scored from both teams. As I was taking the penalty I started feeling anxious and nervous again. Thankfully I won three to two on penalties. Now I was in the final, I was ~~really~~ worried about the game but I had the feeling it was my moment, I will win the game and the prize money we all put in, that what I kept ^{telling} ~~telling~~ myself. My friend that was in the final was more experienced at the game, that is why he chose the game. The match started and I began to panic because he was much better than everyone else I beat. I ended up losing three to zero in the first couple of minutes but I ~~try~~ tried to stay confident even if I was ~~was~~ a bit angry. By half time I ~~was~~ somehow ~~was~~ made the score equal, three to three. Not a single ~~goal~~ goal was scored until my friend gave a penalty in the last minute. I thought this is my moment and I want to finally win, I scored and won the game and the money. I celebrated like if England won the world cup.



Script 3

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

Plan your answer to Section B here:

min 2 paragraphs
talk about a race

Write your answer to Section B here:

This was my moment. My body was pumped with adrenaline, time slowed down and the only thing filling my ears, was the sound of the crowd.

The whistle was end as I was about to move. The only thing I thought was "gotta go fast". This is the most intense race of my life.



My feet that have been shaking are moving, I'm bursting with kinetic energy, the only thing I had to focus on was moving.

Half way across the track I felt exhausted, I knew I had to keep going but my body was shouting at me to just stop and rest and the worst part about it was that I was going to, but then I saw my family, my friends in the audience telling me to go. So I kept moving forward.

Thanks to my little rest I was in fifth place so had to work harder, I sped up I kept moving and moving and moving till I was back in first place and I could see the finish line. I was thinking "This is it, I can do it, I must do it, I'm gonna reach the end."

And it all came crashing down.



I tripped, 3 runners behind
me passed the finish line before
I regained my footing and
crossed the finish line.

The world became dark and
I was just there thinking, why
couldn't I have done better.
I remember my trip and
I'm instantly filled with rage
and frustration.

• And that is the story of
the biggest failure of my
life



Script 4

This was my moment, ~~the~~ the moment every man and woman meet in their lives, the moment everyone can not avoid, it is inevitable. It causes families pain and anguish; immense burdens can fall upon people and it is like they are Atlas holding up the Earth with the pressure and pain now bestowed upon them.

My ^{leather} boots ~~to~~ had gotten stuck in the slimy, peccas like mud beneath me, my boots were grasping for air but the mud soon snuffed them out. ~~My~~ My pack also weighed me down, ~~easy~~ easy it ~~weight~~ weighed 15 kilograms; ~~on~~ my bag ~~was~~ had to ~~straps~~ straps, one over each shoulder, snaking their way over my shoulder and then under my arm. The bag slowly started hurting my back, and under the conditions ~~if~~ I was in, it quickly became excruciating. For now I was stuck...

The land around me was barren. However there were a few features that stood out, for example, ~~the~~ barbed wire elongated ~~to~~ as far as the could see, crawling in a spiral along two ~~sides~~ sides of the wasteland, the barbed



teeth it had glinting menacingly. The only other outstanding feature ~~there~~ ^{were} the two deep ~~deep~~ 6ft deep trenches on ~~eat~~ either side, both sitting ~~a~~ snugly ~~be~~ snug behind the two parts of barbed wire.

My brothers in arms sprinted towards the opposing trench, bearing guns and bearing their teeth, however the longer this went on, the more they got decimated, my own brothers, hundreds if not thousands all charging forward, just to be ~~decimated~~ ~~cut down~~ mowed down like a scythe to a field of crops. ~~then~~ There was nothing they could do against a salvo ~~of~~ from a machine gun, and there was nothing I could do to help, I was still trapped like a fly in a spiders web.

The scene around me was confusing, the way we fought, people, individual people fighting for someone who is sat back and relaxing at home, they will never experience the shells desamating the very ground we have stood on, yet we were willing to die for them, just because ~~they~~ we thought there was honour in doing so.



"Mr Temperly", Mr Temperly can you wake up?"
my eyes shot open. I tried to sit up
in what looked to be a hospital bed,
however leather straps and buckles, ~~held on~~
~~to me~~, on each ankle and wrist, ~~not~~
held on to me and ~~would~~ would not
let me go.

"Ah! Mr Temperly, you're awake" exclaimed a
small chubby man in a white overall.

"It appears that you had one of your
arms... how shall I phrase this? Moments
again"

I remember now, that was a moment, a
paste past glimpse of my past, an episode
is what I often get. That was just
my ~~present~~ moment.



Script 5

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

THIS WAS MY MOMENT

Sacrifice?

↓

~~doors closing?~~
doors closing?
loved ones in ^{her} ear?
killer animals ~~biting~~ swarming?
key to the end?

shoot the
shot
(cross man?)

Write your answer to Section B here:

This was my moment. The key that was strung around my neck was the key to our survival. Their survival.

The metal screeched as my only escape was closing. I could make it in time, I would be able to slip through the door and live yet I would be living with the guilt of not avenging those



^{Fur} drenched in a mix of mud and blood. Its neck streaked ^{with} singed ^{fur} as a result of our fighting.

It felt like a lifetime before the creature started moving, advancing towards the glass. What I hadn't noticed was the increase in pairs of eyes that had landed on me. ~~The rest~~

~~The glass is~~ I turned slowly towards the control center, ~~stayed~~ as I took my eyes off the massive beast, ~~then~~ a loud thump of the glass behind me brought me to my knees.

My wide eyes yet again met the ~~of~~ ~~best~~ glare of death as the other creatures outside the viewing platform started to claw and crash into the glass. Streaky claw marks making my ears ring as the glass began to crack.

I scrambled to my feet as my bloody hands gripped my key. My ~~eyes~~ ears bleeding at the ~~crash~~ broken glass crashing to the floor.



Script 6

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

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

- Description of setting (ledge of bridge, sunset, no cars or people)
- Introduction of man ("Are planning on jumping?")
- Plan tries to talk her down
- She refuses
- Man says that if she still wants to jump by the end of their conversation, he wouldn't stop her
- She tells him about herself - that it all started with an obsession of her friend, she ruins everything between them and gradually all the relationships in her life. She loses her job and has no hope of getting a new one.
- He says he'll be her friend, and help her get her life back on track.
- ~~She breaks down, then,~~ He tells her to come here to end his life too, so maybe they can help each other.
- She breaks down, hugs him, and they leave together.

Write your answer to Section B here:

This was my moment. I never thought the most important instance of my life would be the end of it. The waterfall loomed, it was the perfect place - ~~beautiful~~ beautiful, but secluded. Surrounded by trees, and with no good way to get here, I wouldn't be found for a while. Hopefully never. There was nothing I would hate more than a proper burial, surrounded by the people I ruined my friendships with.



It was almost time. The 28th July, 7:30 PM. I had a little while longer to reflect before I took the jump. What I wasn't ~~sure~~ expecting was to hear a voice say "Are you planning on jumping?" I turned around. There was a man, ~~late~~ ^{late} ~~early~~ twenties like me, with dark brown hair, a babyish face but with eyes that looked older. He was wearing some smart clothes, which was odd, like he had been expecting to meet the Queen here, but not so smart he looked posh.

"Mind your own business" I snapped back, turning away.
"Look," the man started, "I don't know anything about you but -"
"Don't give me that," I said. "I've heard it all before. Oooh, you have so much to live for! Oooh, things will get better, you'll see! Well, they don't, and I'm tired of pretending it is."

The man sighed. "You're right, it would be stupid of me to tell you what so many have heard. ~~But~~ You know what, let's make a deal - if, by the end of our conversation, you still want to jump, I won't stop you. But let me at least hear your story." I paused, I wasn't expecting this stranger to actually listen to me. "Fine. But you have until 25 past," ~~and~~ I said. "Well, where will you begin?" asked the man.

~~and~~

Turn the page



"I suppose it all started in the autumn of 2021. I met another girl. Her name was Sophie. We quickly became friends, and at that time, I really needed some. See, I knew a few people before, and I thought they cared about me, but they didn't. But this time, it felt real, like Sophie actually ~~can~~ liked me, understood me. And, I became very dependant on her."

"Were you in love with her?" asked the man. "Yes... yes, I guess I was. Well, it wasn't long before I screwed things up. I became ~~my~~ paranoid that maybe she was faking too, and I let my emotions out. She couldn't understand me anymore. Gradually, we drifted apart, as much as I tried to fight it."

"So, I ~~went back~~ moved away, closer to where my family was. I tried to escape it all. But, my family, God! They were frustrating to live near by. They would pester me all the time, asking this that and the next about why I came back, why I seemed so sad." One day, I just snapped. And my father, in wanting to defend his family I suppose, snapped back."

"What did you do next, then?" inquired the man inquired. "Well... I had to move again. I lost my job shortly after, so I



lived in a small house on the council estate. But, without a job, I quickly couldn't afford that either. So, I started looking for an escape. And... that's what led me here."

"I don't understand why you couldn't make more friends," said the man. I paused, then exploded. "Why do you think?! Because I ruin every relationship I've ever had! You think I want to be this way?! I have no other choice - this is the end."

The man looked at me. It was a different kind of look, one of renewed determination and hope. "Then I'll be your friend," he said. "I came here to end my life today. But after hearing your story, I realized I could help you. And if I can help you, you can help me too, and we can both get through this."

I was speechless. This man had been intending on ending his life, but instead he chose to listen to me, and try to help me? I felt a lump in my throat, and my eyes swell. "What's your name?" I asked. "Finn," he said, "what's yours?" "August," I replied. "Nice to meet you, August. Let's get away from this waterfall, shall we?" And he extended his hand, which I took, and we left that creek, never to return.



Question 8

Script 1

Chosen question number: Question 7 ☒ Question 8 ☒

Plan your answer to Section B here:

Tone change ✓
dramatic irony ✓
Action ✓
Setting ✓
Character ✓
one line para ✓

myself
Racing
tone change
something good happens

Write your answer to Section B here:

The day had come. The nerves started to pump through my body like blood, as I steadily made my way over to the starting box.

There I was, ready to go. Although, I suddenly felt a sense of something awful about to happen, this could be either the worst or best day



of my life at Cheltenham Racecourse, the race I have been preparing for my whole life.

I felt a sense of worry and a sense of fear as I waited at the gate, all I could try and think about was winning the trophy and my biggest title. I had to give this my everything.

The gates opened, we bolted.

Unaware on what was about to happen, my horse galloped at the speed I never knew, the adrenaline was racing through my body, I felt numb.

As we approached home, the crowds cheered like crazy, something I have never experienced before. I suddenly realised that I was in the lead and that this could be my biggest chance of success!



I stayed focused with my ambition to win. And then, the best day of my life had become a reality.

~~It was a great day~~ We ran through the finish line, and the crowds were unforgettable, I didn't feel human. This was the biggest day for me and my horse, my biggest title, and my biggest win. I was ecstatic.



Section B: Writing Examiner Commentaries

Question 7

	Examiner Commentary and mark
Script 1	<p>AO5 - A limited, basic response. Although there is some awareness of audience, this is too short a response to be awarded more marks.</p> <p>AO6 - A basic response with limited vocabulary and punctuation.</p> <p>AO5 - Level 1 - 4 marks AO6 - Level 1 - 3 marks TOTAL: 7 marks</p>
Script 2	<p>AO5 - Securely working at Level 2. A lack of paragraphing prevents the response achieving full marks at Level 2.</p> <p>AO6 - A secure Level 2 response for AO6, although slips in grammatical control and spelling accuracy holds this back from full marks in Level 2.</p> <p>AO5 - Level 2 - 8 marks AO6 - Level 2 - 6 marks TOTAL: 14 marks</p>
Script 3	<p>AO5 – A solid Level 3 response showing an energetic and effective ability to communicate. Whilst not consistent with some of the stylistic choices, the response offers a clear start, middle and end.</p> <p>AO6 – This response achieves all Level 2 bullet points at AO6, and has been awarded a low Level 3 for its use of sentence structures, contributing to its overall effect.</p> <p>AO5 - Level 3 - 12 marks AO6 - Level 3 - 8 marks TOTAL: 20 marks</p>
Script 4	<p>AO5 - This response securely achieves all bullet points at Level 3. The effective and imaginative approach has been awarded at low Level 4.</p> <p>AO6 - Again, AO6 is achieved securely at Level 3. The use of a wide and selective vocabulary has allowed this response to achieve a low Level 4 mark.</p> <p>AO5 - Level 4 - 15 marks AO6 - Level 4 - 11 marks TOTAL: 26 marks</p>
Script 5	<p>AO5 - This response works well at Level 4. For AO5, a mark in the middle of Level 4 has been awarded because there is an ability to communicate effectively and imaginatively, organising material for</p>



	<p>particular effect although this is not always maintained throughout the response.</p> <p>AO6 - A solid Level 4 response at AO6, which demonstrates most of the bullet points without being fully maintained.</p> <p>.</p> <p>AO5 - Level 4 - 17 marks AO6 - Level 4 - 12 marks TOTAL: 29 marks</p>
Script 6	<p>AO5 - A sophisticated and effective response to the question, that uses a sustained tone and style and demonstrates an ability to use a range of grammatical features to support.</p> <p>This was awarded a mark at the middle of Level 5.</p> <p>AO6 - Sophisticated use of grammatical features to aid clarity and effect, alongside precise punctuation and sentence structures, demonstrating a strong Level 5 response.</p> <p>Full marks are not awarded, as there is not the extensive range of vocabulary we might expect at this level.</p> <p>AO5 - Level 5 - 22 marks AO6 - Level 5 - 15 marks TOTAL: 37 marks</p>

Question 8

	Examiner Commentary and mark
Script 1	<p>A useful comparison to Script 3 for Question 7 in the pack</p> <p>AO5 - The response selects material to suit audience and purpose, with an appropriate use of tone and style. Whilst communicating clearly, the response is somewhat pedestrian with a fairly straightforward development, hence the low Level 3 mark.</p> <p>AO6 - Again, achieves all descriptors at Level 2, whilst being awarded a mark in Level 3 for its sound ability to write with clarity and purpose.</p> <p>AO5 - Level 3- 11 marks AO6 - Level 3 - 8 marks TOTAL: 19 marks</p>