

# GCSE (9–1) English Language 2.0

Paper 2: Fiction Texts  
(1EN2/02)

Exemplar Scripts and  
Commentaries

November 2023 Series





	<b>Page</b>
Introduction	3
<b>Section A</b>	
Question 1	4
Question 2	5
Question 3	15
Question 4	20
Question 5	28
Question 6	35
<b>Section B</b>	
Question 7	45
Question 8	53



# 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 November 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 12–18, identify **one** thing Richard thought he might see at the beach.

(1)

People

#### Examiner comment and mark:

This response covers bullet point 2 from the mark scheme.

1 mark

#### Script 2

1 From lines 12–18, identify **one** thing Richard thought he might see at the beach.

(1)

friendly travellers

#### Examiner comment and mark:

This response covers bullet point 1 from the mark scheme.

1 mark

#### Script 3

1 From lines 12–18, identify **one** thing Richard thought he might see at the beach.

(1)

completely deserted

#### Examiner comment and mark:

The response does not answer the question: ‘completely deserted’. This is what Richard saw, not what he thought he might see.

0 marks



## Question 2

### Script 1

2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to show ~~Richard~~ how Richard feels about the situation through short sentences.

#### Examiner comment and mark:

Although very brief, there is limited evidence of subject terminology.

Level 1 - 1 mark

## Script 2

2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

~~we~~ We can see that Richard and Etienne feel ~~quite~~ ~~not~~ cautious and overwhelmed which shows the reader that they're getting scared but ~~we~~ we can also see that they are almost bored and sick of the plan they have come to which shows that they want to leave but won't until each other says.

### Examiner comment and mark:

There is comment on the text and there are some examples of textual evidence in the response.

### Level 1 - 2 marks



## Script 3

### 2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

in this extract the writer use  
 language to put the reader into  
 the story. He used the word "cautiously"  
 makes the the reader get more  
 anxious on what's going to happen next.  
 The writer may have done this  
 to make the reader be on the edge  
 of their seats.



Another way the writer has used language to show how Richard and Etienne feel about the situation is scared as it says "fear" the word fear, is like ~~scared~~ or terrified of what is about to happen.

**Examiner comment and mark:**

There is some explanation of how language is used in the text and the selection of references is generally appropriate. The response lacks relevant subject terminology.

**Level 2 - 3 marks**



## Script 4

### 2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

Throughout the text, the writer uses adverbs to describe how Richard and Etienne feel about their situation. This is shown in the quotation "I stood up cautiously". The word 'cautiously' shows that they are being careful as something

dangerous could happen, it also shows that they are scared. This could make the reader feel nervous for Richard as something could happen to him.



Another way the writer used language to describe how Richard and Etienne are feeling, is by using adjectives. This is proven in the quotation "An overwhelming sensation". The adjective 'overwhelming' suggests that this might be too much for them, which could cause problems.

**Examiner comment and mark:**

The response fulfils the criteria for Level 2. There is explanation of how language is used, generally appropriate references and some relevant subject terminology. This is a solid Level 2 response.

**Level 2 - 4 marks**



## Script 5

### 2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses <sup>Language</sup> ~~adverbs~~ to show Richard was worried. "I stood up cautiously." This shows us that Richard is standing up slowly and is being very aware of what he is doing telling us he is very worried about where he is stood and most likely scared the adverb 'cautiously' is what gives us this idea.

The writer also uses language to show us that Richard becomes overwhelmed once he looks over the edge. "An overwhelming sensation washed over me, almost boredom." This quote shows us ~~the~~ that the amount of boredom he was feeling was overwhelming and so much to take in that he ended up telling himself to jump off the edge. The adjective 'overwhelming' tells us how impactful his disappointment was.



However the writer also uses language to show us how Etienne was feeling, <sup>and</sup> from the extract we can see she was scared and worried, just like Richard at the start. "Are you jumping?" called Etienne nervously." This quote shows us she was scared as she didn't want Richard to jump. We knew this from the adverb 'nervously' it gives us the idea the Etienne didn't actually want to know if it was <sup>a</sup> yes or no as she called out the question nervously.

**Examiner comment and mark:**

The response considers how both Richard and Etienne feel about the situation. This meets all of the criteria for Level 2 and the first and third paragraphs begin to move beyond 'explanation' for Level 2 into 'analysis' for Level 3.

**Level 3 - 5 marks**

## Script 6

### 2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to show how Richard and Etienne feel about their situation by explaining how their feelings took over. The metaphor in the quote 'An overwhelming sensation washed over me', illustrates that the sensation took over him, like when in the ocean and a wave takes over your body with strength just like that. This makes the reader feel nervous about them and a feeling of danger is possible. The adverb 'overwhelming' implies that it's not a good feeling and pressure is upon them. This makes the reader feel as if they were there in the situation and the right thing to do would be to go back.

The writer uses language to show that Richard and Etienne feel tired and unsure about their situation. The adverb in the quote 'I was suddenly sick of how difficult this journey had become,' 'suddenly' implies that this feeling happened so quick as they were getting nowhere and suggests that he got bored. The hyperboles 'sick' and 'difficult' ~~is~~ suggests that there is a certain level of exaggeration and he's had enough. This makes the reader feel bored because they aren't getting anywhere.

The writer uses language to show that Richard and Etienne put in a lot of work <sup>in</sup> of this situation but <sup>it</sup> only came with problems. The metaphor in the quote 'there was much effort, too many snags and dilemmas to dissect,' demonstrates that they had to go through so much to get nowhere, ~~like~~ like literally dig and cut through so much problems that came across this situation. This makes the reader feel frustrated for them and the story as it isn't going anywhere.

### Examiner comment and mark:

All three bullet points in Level 3 have been met. There is analysis of the text and how language is used, the selection of references is discriminating and precise use of relevant subject terminology.

### Level 3 - 6 marks

## Question 3

### Script 1

3 Read this extract.

The atmosphere was electric; it was a cacophony of noise from the PA system<sup>1</sup>, as well as cheers, shouts and applause from the crowd. The sound ricocheted around the domed, undulating<sup>2</sup> ceilings of the London Aquatics Centre. It was almost deafening.

I inhaled slowly and steadily. The air was thick with the sticky warmth of chlorine and the charged crowd. I needed to focus hard.

My heart pounded to the tips of my fingers.

From the extract, identify **one** thing that suggests that this is an exciting moment.

(1)

The sound ricocheted.

#### Examiner comment and mark:

This response covers Bullet Point 2 in the mark scheme. This response acknowledges the environment and the large amount of noise.

1 mark

### Script 2

From the extract, identify **one** thing that suggests that this is an exciting moment.

(1)

The atmosphere was electric' shows that the crowd has a lot of energy and is wild for Tom.

(Total for Question 3 = 1 mark)

#### Examiner comment and mark:

This response covers Bullet Point 1 in the mark scheme.

1 mark



## Question 4

### Script 1

4 The writer describes the moments before his dive.

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 the verb "electric" when describing the atmosphere to help engage and interest the reader by making it seem like something interesting was about to happen.

#### Examiner comment and mark:

This response makes limited comment with limited reference to the text and limited relevant subject terminology. The response fulfils the criteria for Level 1.

Level 1 - 2 marks



## Script 2

4 The writer describes the moments before his dive.

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)

One way the writer tries to interest the reader is by using Metaphors. This is proven in the quotation "The atmosphere was electric". The word "electric" shows us that there is some type of energy and that it is quite a bit of a shock of whats going on.

This could make the reader feel excited about this unbeat event and want to carry on reading.



Another way the writer tries to interest and engage the reader is by using facts. This is ~~seen~~ shown in the text when Tom writes "It takes 1.6 seconds between leaving the board and hitting the water." The reader at this point would ~~be~~ be on the edge of their seat ~~waiting~~ waiting for the dive.

**Examiner comment and mark:**

Although, perhaps, beginning to offer some explanation, structure is not considered. The mark is therefore capped at the top of Level 2. There is general comment on the language used in the text, valid references and some use of relevant subject terminology.

**Level 2 - 4 marks**

### Script 3

4 The writer describes the moments before his dive.

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)

onomatopoeia.  
Simile  
metaphor  
hyperbole.  
Personification.

The writer uses some interesting language features. The first sentence started off with a personification. "the atmosphere was electric", this is a un-doable action, the air is unable to be electric. personifications are unusually attractive language features which many writers enjoy using in their work. Reading information that ~~cannot~~ can not be <sup>done</sup> ~~read~~, reels me in a lot. It identifies real life into the imaginary, which will naturally engage a reader.

The writer uses hyperbole in <sup>lines 3-4</sup> ~~the~~ ~~three to four~~. The quote I am using as evidence is "It was almost deafening", creating an over-the-top scenario for readers



to believe. Using hyperboles latch the reader on as if it was a cliff-hanger. It is an interesting way to describe things happening around you. But it successfully engages the reader.

Lastly, the writer uses a hyperbole at the end of his paragraph. The quote to link with my statement is "my heart pounded to the tips of my fingers" over-expressing the feelings he has before performing. Over-expressing brings the reader to imagine the scenario the characters in. It creates an image in your head and what it would look like, and that is usually interesting for most readers.

**Examiner comment and mark:**

AI This is another example of a Level 2 response with extensive padding throughout the paragraphs and there is no reference to structure.

**Level 2 - 4 marks**

## Script 4

4 The writer describes the moments before his dive.

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 engages the reader at the start of the text by mentioning the fact that this dive was taking place at the London 2012 Olympic games. This straight away engages the reader as the Olympic games are a big deal that everyone knows about.

At the beginning of the text the writer portrays himself as being positive about the dive. This is shown in the quotes 'The atmosphere was electric' and 'as well as cheers, <sup>shouts,</sup> from ~~screams~~ and applause from the crowd'. This gives the reader confidence about the dive, making the reader invested in his dive.

As the text progresses so does the writers shifted in confidence, the reader can tell that the writer is becoming more nervous this is shown in the text 'My heart pounded to the tips of my fingers'. This shows the writer is becoming more ~~more~~ anxious about the dive. ~~For~~ As a result of this the reader is engaged as they want to ~~know~~ know if he was successful in his dives.

**Examiner comment and mark:**

There is explanation of how meaning is created through both language and structure, including the management of the text, with generally appropriate references. There is no relevant subject terminology.

**Level 3 - 5 marks**



## Script 5

4 The writer describes the moments before his dive.

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's use of structure to describe the moments before his dive do engage the reader. The writer does this by ~~also~~ changing the sentence sizes. This is shown when before the whistle ~~and~~ after and after the whistle is blown.

Before it is blown, the sentences are short such as, "I inhaled slowly and steadily." This shows that he is focused and doesn't have any distractions. However, after the whistle is blown, the sentences get longer such as, "The possibilities of what could go wrong lurked like shadows in the back of my mind." This show that he is starting to panic. The effect this has on the reader is that the mood clearly changes from before and after the whistle is blown.



The writer uses ~~for~~ language to interest the reader while describing how he felt before the dive. The ~~quote~~ phrase used is, "The possibilities of what could go wrong ~~was~~ lurked like shadows in the back of my mind." ~~This shows~~ The technique used is a simile because he is saying the ~~stare~~ thoughts in his head "lurked like shadows." This meaning that they are always following him because a shadow never leaves someone. The effect this has on the reader is that they can understand how he is feeling because everyone has a shadow.

The writer uses language again when describing how he feels. The ~~phrase~~ used is, "I inhaled slowly and steadily." The technique used is alliteration. The reason this is used is so we can understand how the narrator is feeling. The effect this has on the reader is that we can imagine what the narrator is doing and his current thoughts.

**Examiner comment and mark:**

This response meets all the criteria for Level 3 and, although not sustained throughout the response, offers some exploration at the beginning.

**Level 4 - 7 marks**



## Script 6

4 The writer describes the moments before his dive.

1<sup>st</sup> person

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

You should include:

- the writer's use of language → techniques
- the writer's use of structure → foreshadow, dialogue, shift in focus
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

From the first, short, one sentence paragraph, we see the writer use both language and structure to interest and engage the reader.

"As I walked to the end of the ten-metre board" we know

from this first sentence that the text is in first person and past tense. Already as a

reader it engages me as I feel

as though I am sharing/being

apart of a story. We also

know that the person (writer) is

at the end of a ten-metre board and glancing down. This last

few words "I glanced down" creates

tension as it gives a sense

of realism and shock.

In paragraph three we see there has been a shift in focus and we are now editing about the atmosphere and the crowd. We know this as the first few words say "the atmosphere was electric" By saying the word "electric" it makes the reader feel excited and it really uplifts the story. Furthermore we then see a rule of three "cheers, shouts and applause" By adding in this rule of three it lets me see how the crowd and atmosphere truly are. It also creates imagery and sound imagery. We know the crowd is going crazy and this intertwines with the atmosphere being electric. Ending this paragraph we see a short ~~sons~~ sentence. "It was almost deafening" the word "deafening" to me as a reader really stood out as it is seen as such a negative foul word. It creates such strong imagery and tension.

The writer uses a lot of structure to help tell this story. We see a lot of short sentences and short paragraphs. "My heart pounded to the tips of my ~~ftg~~ fingers" this sentence is a paragraph. Because this line is on its own, it creates an overwhelming and almost emotional affect. We see how nervous the diver is.

We also know at the very end of the text we are left on a cliff hanger. "there is no space to blink or breathe" this has an enormous impact on the reader as we want to know more.

**Examiner comment and mark:**

This offers a fairly controlled and thoughtful exploration of the text, which considers both language and structure. The selection of references is detailed and a range of relevant subject terminology is used. The response fulfils the criteria for Level 4.

**Level 4 - 8 marks**



## Question 5

### Script 1

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

One way both texts are similar  
is through they both are calculating  
to jump into water som high  
up.

#### Examiner comment and mark:

There is one similarity without textual reference.

Level 1 - 1 marks



## Script 2

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

In both of these extracts they are both having to jump off of something and are both nervous. In text 1 he used the word 'cautiously' and in source 2 he used 'the phrase 'like shadows in the back of my mind' which both suggest they are both nervous and very weary of what bad outcome could happen to them both.

### Examiner comment and mark:

The response fulfils the criteria for Level 1. There is limited synthesis of evidence from the texts and limited use of textual evidence.

Level 1 - 2 marks



### Script 3

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

~~The~~ Text 1 and text 2 are similar because they are both on about divers, ~~and~~ They are both ~~talk~~ talking about these experiences before trying ~~these~~ their dives.

Another similarity ~~the~~ through both texts would be their feels and thoughts ~~and~~ on the dive. In both texts the divers were excited at the start but when the was about to jump, they felt nervous and didn't ~~the~~ know if they could complete the dive perfectly.

The final similarity that is shown through both texts is there determination. Both divers knew they had to complete the dive so they didn't give up.

~~the~~

#### Examiner comment and mark:

Three similarities have been identified but the response lacks textual evidence to support the synthesis.

#### Level 2 - 3 marks

## Script 4

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share 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 they are ~~at~~ jumping into water from a height

Text 1 - 'we could jump into the sea, its not to high to jump'

Text 2 - 'it takes 1.6 seconds between leaving the board and hitting the water'

in both texts they are shown as being ~~are~~ nervous.

Text 1 - "Are you jumping?' called Etienne nervously'

Text 2 - '~~my heart pounded to the tips of my fingers~~' 'my confidence had slowly been chipped away'

They Both have people watching them jump.

Text 1 - 'Are you jumping? called Etienne ~~and~~ nervously'

Text 2 - 'as well as cheers, shouts and applause from the crowd''

### Examiner comment and mark:

There are three fairly distinct similarities, clear synthesis and there is valid textual evidence to support the points. The response fulfils the criteria for Level 2. The response lacks the precise synthesis necessary for Level 3.

### Level 2 - 4 marks

## Script 5

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share 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 they both think about the consequences. In text 1 it says, "For a few vital ~~few~~ seconds it liberated me from a fear of consequences." This is the same in text 2 when it says, "The possibilities of what could go wrong lurked like shadows in the back of my mind."

In both texts they both describe what they can see. ~~For instance~~ For instance, in ~~text~~ <sup>text</sup> 1 it says, "The trees below were tall and old." In text 2 it is the same when it says, "Olympic banners were plastered across every available wall."

In both texts, they both ~~had~~ had been on a journey to get where they are now. In text 1 it says, "I was suddenly sick of how difficult this journey had become." In text 2 it says, "In the ~~run~~ run up to the games, small things had started to go wrong."

### Examiner comment and mark:

This response offers three similarities with some precise synthesis and textual references. The second paragraph considers a more straightforward similarity. On balance, a mark of 5 is appropriate.

### Level 3 - 5 marks

## Script 6

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share 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 Richard states ~~that~~ that he "stood up cautiously on foot an inch from the cliff." This shows that he is about to jump into the pool and concludes he is trying to focus. Similarly in Text 2 Tom Daley uses the metaphor, "my focus has to be razor-sharp" This shows the intensity of the situation. This expresses how <sup>in</sup> both Text 1 and Text 2 the situation is intense and they both need to focus.

In text 1 Richard states that, "the drop is was too sheer and too far to consider climbing." This shows that Richard is stuck as he has a "big problem." In Text 2 similarly Tom Daley also had a problem when "Small things started to go <sup>wrong</sup> wrong." This shows that in both texts they had issues where things were going wrong.

In text 1 Richard shows the suspense of the situation using a short sentence, This can be seen in the



quote, "I thought for a moment." This quote connotes that he doesn't know what to do. In Text 2 it shows that Tom Daley was worried about, "The possibilities of what could go wrong lurked like shadows in the back of my mind." Both texts express their concerns which builds the suspense and leaves the reader wondering.

**Examiner comment and mark:**

The response fulfils all of the criteria for Level 3. It goes above and beyond what is required.

**Level 3 - 6 marks**

## Question 6

### Script 1

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

They both talk about jumping in water from height however in text 1 the narrator is with someone, "we ~~did~~ hadn't seen any sign ~~of~~ that people were down there," but in text 2 he is alone, "As I walked to the end of the ten-metre board, I glanced down."

#### Examiner comment and mark:

This response fulfils all three bullet points in Level 1 with a simplistic comparison and limited use of references.

#### Level 1 - 3 marks

## Script 2

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

The main ideas that the ~~writers~~ writers are trying to show is that even though they are Both Scared to Jump in Both extracts they ~~still~~ still Jump. This can be shown when it says "maybe we can Jump from this waterfall and "as I walked to the end of the ten-metre Board, I glanced down". This is showing that in Both extracts that they are Scared but they are still persevering as it is some-thing that they want to do.

The point of view for the reader is to understand that they are scared and worried but to be proud of them because they are persevering and trying to do it.

The point of view in Both the texts are that they are Both worried that ~~something~~ something bad is going ~~to~~ to happen when they Jump. This can be shown when it says



\*There were times that I had ~~teased~~ leant a little bit too far back and landed awkwardly" and "we'd never clear the rocks"

The representation of these Ideas and views were that they were both worried that something bad was going to happen when they jumped.

**Examiner comment and mark:**

Some obvious comparisons are considered with comment evident, although not sustained throughout, which is sufficient for a mark at the top of Level 2.

**Level 2 - 6 marks**

### Script 3

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

text 1	text 2
Dialogue	no dialogue
negative tone	Positive / exciting tone
long detailed sentences	Short detailed sentences

The writer in text one uses dialogue to show the reader more of imagination of what their characters are like. "Are you jumping? he called ~~Et~~ Etienne nervously?" This implies that the ~~chata~~ characters are nervous about and anxious about their situation. However in text 2 the writer doesn't use dialogue they use detailed sentences about what is going on. "The moment I had dreamed of, I have worked for, my whole life." This implies that ~~the~~ this is something that he is wanting and willing to do.

The writer in text one uses a negative tone throughout the whole text to ~~show~~ how



an impact on the reader. "I couldn't even feel relief at having found about". This implies that his emotions got the better of him as he wasn't thinking positively. In text two the writer uses a positive tone. "The atmosphere was electric." This implies that he was surrounded by people who were supporting him.

In text one it is based on them trying to find a ~~beach~~ secret beach. However in text two it is about ~~him~~ the writer build-up to his first dive at the Olympics.

**Examiner comment and mark:**

This response meets all of the criteria at Level 2 and offers some explanation about tone, which is indicative of a Level 3 response.

**Level 3 - 7 marks**

## Script 4

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

In text 1, the writer shows that preparing for an important moment can be quite nerve-racking. They portray this by saying "I stood up cautiously". The word cautiously makes the reader believe that the character was feeling worried about jumping off the cliff, maybe the writer used the word to express the level of anxiety and confusion the character was going through and gives us a sense of the atmosphere.

In text 2 we get a sense that the ~~atmosphere~~ atmosphere was more exciting. The writer described the atmosphere in text 2 as "electric" analysing this word, I think that they used it to show the buzz and excitement of the crowd and maybe how the character had a rush of adrenaline and that was

how they prepared themselves.

In text 2 I also think that the person was quite nervous, ~~the~~ The phrase 'I glanced down' made me think this as when you glance at something, its like you dont want to look / know you shouldnt, but you do it anyway. The writers choice of wording shows that he didnt quite feel ready to plunge into the pool.

In both texts there seems to be a sense of pressure, in text one it says "So jump" I heard my voice say. The character obviously feels the pressure to jump so they arent stuck on the cliff forever. In text two, it says "This was it: the olympic final" Its a lot of pressure and the person is determined and really wants to win the writer shows this by putting it in a short sentence to build up the anticipation of wanting to win. Which can help prepare both people knowing people are counting on them.

**Examiner comment and mark:**

The response considers a decent range of comparisons, there is explanation and the selection of references support the points made.

**Level 3 - 10 marks**



## Script 5

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:


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

Use examples from both texts to support your comparison.

(16)

~~IA Po~~

The writers both use similar and different perspectives in order to represent the ~~diff~~ ways of preparing for an important moment, a structural technique which both writers have applied is tension, as seen in text 2 with "my heart pounded", by telling the reader this the writer has set the mood for the extract, reinforcing the tense mood which was teased at with the indirect "I inhaled slowly and steadily", Tom's feelings are the focal point of this text, showcasing his intense pressure and stress to perform in his first dive, adding suspense to the reader. This structural technique is also visible ~~to~~ in text 1 with "Are you jumping? Called Etienne nervously." The adjective nervously clearly presents Jack and Etienne's fear



of jumping from the waterfall, the tension in text 1 is of much higher volume, as Jack and Etienne's safety is questionable, the adjective "nervously" reinforces that, doubting their ability to jump without the chance of accident or safety. This leaves the reader feeling sympathy and concern as they await the outcome of Jack and Etienne's adventure while also feeling empathy for Tom.

The writer again uses similar perspectives this time with a language device. In text 1 Jack ~~is~~ displays his unease, saying "I was suddenly sick of how difficult his journey ~~was~~ had become". The adjectives "sick" and "difficult" highlights the challenges Jack and Etienne face, they are two words normally paired with negative situations and are two things humans tend to try and avoid. In text 2, the writer says "I have to be hyper-vigilant". The adjective "vigilant" tells the reader that like text 1, things can take a turn for the worse if not careful, although in Tom's case, his survival is



nowhere near as bleak as Talt and  
Etienney. ~~As~~ revealing these risks the  
writer has kept the reader engaged  
in the extracts as they await the end  
result for both texts

**Examiner comment and mark:**

This is a confident response at Level 4 exploring the writers' ideas and perspectives, which is supported with a balance of references across both texts. A mark of 12 has been awarded as it was not felt that a wide range of comparisons had been considered for the top of Level 4.

**Level 4 - 12 marks**

## Section B: Writing

### Question 7

#### Script 1

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

Plan your answer to Section B here:

Forest/Woods  
 Lake/pond/river Water Fall  
 Wild life

Write your answer to Section B here:

I Place I had never seen before.

We were following the river up stream for a ~~set~~ while now and the sky was almost dark. Me and Katie were given ~~at~~ a map and a compass in order to find our way back to camp.

~~The~~ We keep on walking and the sunset casts a yellow and orange ~~long~~ tint on the waterfall



Just east.

It was soon till nightfall and  
~~then~~ we ~~begin~~ search for a clearing  
of trees to sleep for the night.

We had been waking since sunrise  
and our eye were worn and  
legs aching.

When find a clearing and the moon  
light shines a white ~~the~~ light  
over our colourful tents.

Suddenly as the moonlight was blocked  
by the trees and ~~to~~ ~~at~~ ~~amazing~~  
green illuminating fine flies covered  
the shadows of the trees lovingly  
creating a scene in a lifetime  
experience.

**Examiner comment and mark:**

**AO5** - the response meets all of the criteria for Level 2 showing some ability to communicate clearly with imagination, some awareness of audience and purpose and a straightforward tone and purpose.

**AO6** - although there are some inaccuracies in places, the range of vocabulary, use of punctuation and range of sentences is sufficient for a mark at the top of Level 2, on a best fit basis.

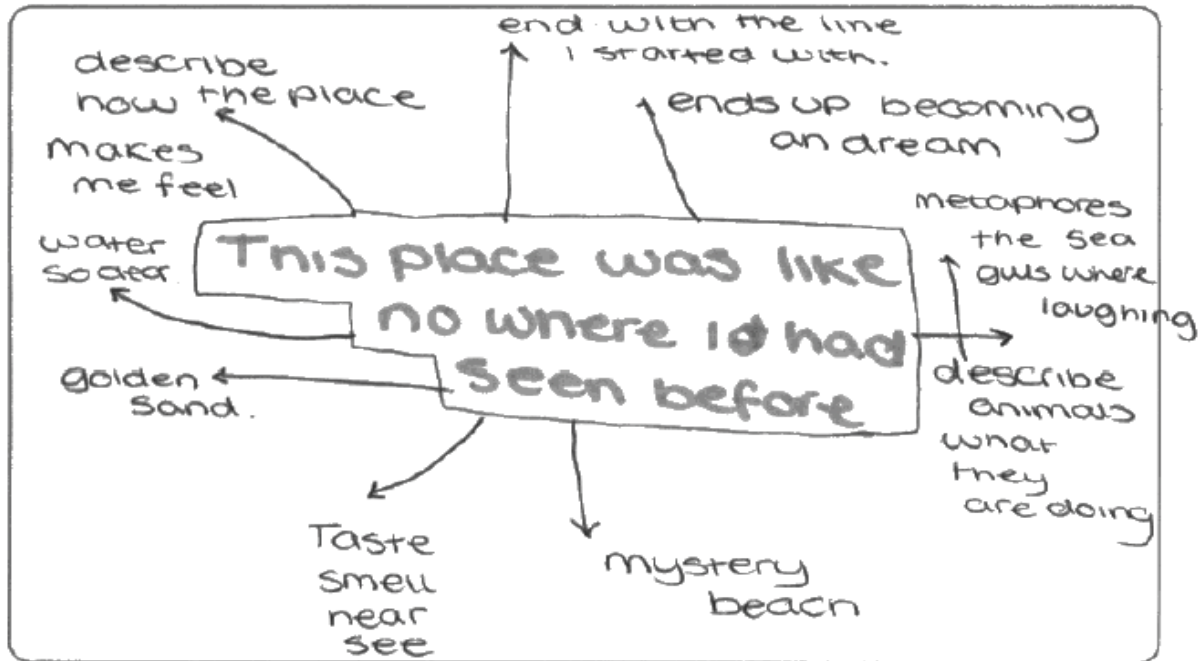
**AO5 - Level 2 - 9 marks**

**AO6 - Level 2 - 7 marks**

Script 2

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

Plan your answer to Section B here:



Write your answer to Section B here:

This place was like nowhere I had seen before. The sand was so soft so golden sparkled like diamonds not a single stone on the beach. The sun was so hot I could feeling burning against my skin, the waves were so strong I could taste the salt ~~off~~ as I walked further along the beach I could hear the seagulls laughing, what was so funny? I don't know.

Not a single person was on this beach.



was almost unknown, as the waves gushed on the sand seaweed was getting washed up the looked like slithery slimy snakes trying to escape from the water.

I sat down in the soft soft sand just to experience the warmth just like being covered with a cosy blanket, it was the best experience I was finally at peace with myself no one else to bother me! this place was extraordinary, I stood up from the sand that covered me slowly fell off like snow, and slowly walked towards the sea, it was so clear you could see straight through it with no trouble, could see small crabs and fish swimming around, why they were so close to the shore I am unsure but I could sit and watch them all day.

The sun was going down the sky started to darken as small balls of fire began to show in the sky the waves started to go quiet all I could feel was a slight breeze pricking my skin I took one deep breath before I decided to leave. I slowly walked away and could no longer see this place again... Suddenly I woke up in my own bed and realised it was



Only a dream but a dream worth falling  
asleep for and will ~~benefit~~ <sup>hopefully</sup> ~~experience~~ <sup>experience</sup> against  
as like ~~that~~ I said "This place was like no where  
I had seen before".

**Examiner comment and mark:**

**A05** - the response fulfils the criteria for Level 3. There is evidence of material selected to suit audience and purpose and there is appropriate use of style, tone and register.

**A06** - although some errors are evident, the response is crafted and there is sufficient evidence of varied vocabulary, accurate punctuation and sentence structures adapted for purpose and effect for a mark at the top of Level 3.

**A05 - Level 3 - 14 marks**

**A06 - Level 3 - 10 marks**

### Script 3

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

Plan your answer to Section B here:

<p>Use 5 Scenses.</p> <p>Paragraph one: talk about Smell</p> <ul style="list-style-type: none"> <li>- the people</li> <li>- ocean</li> <li>- the boat itself.</li> </ul> <p>Paragraph two: What you can hear on the deck.</p> <p>Paragraph five: - finalise every thing.</p>	<p>At Sea on a "forbbiden + Lost boat."</p> <p>Paragraph three: What you can See.</p> <ul style="list-style-type: none"> <li>- how the boat Looks.</li> <li>- the crew.</li> </ul> <p>Paragraph four: - More whats happening bellow deck.</p>
--	---

Write your answer to Section B here: ~~This place was like~~

The hard wood creaks as I walk along the plank connecting the ship to the shore. A gasty smell coming from onboard the vessel\*. A cold tingle runs down my spine as the ship pushes away from the dock. I stand watching over the edge as land gets more and more distant. A damp ~~smell~~<sup>Scent</sup> lingers around like the boat had once been fully submerged underwater. Crew yelled orders around as they prepare for the raw ocean.

\* makes me want to be sick!



"Captain Orders!" One yelled, the captain began firing orders. It is a strange vessel. Ran by people put under a horripic curse many years ago, turning them into under water creatures. The rough, raw ocean smashed repeatedly into the side of the wooden ship causing it to almost roll. Updeck crew scrambled to ~~meet~~ meet captain's orders. Pulling the sails, through the tretourous winds. Barrels make a loud thud as they are rolled through to the deck.

Long bits of seaweed and shell dangle from different points of the old boat. The floor covered in moss, slippery if not careful. The creatures were odd looking but you can see the humans they once were. ~~There~~ Their eyes soft but their bodies ~~remained~~ cold. The captain stood proud at the far end of his ship, long tentics dangle in front of his face replacing were his beard once was. His claw like hands gripped the daged railing tightly. The handle covered in all kinds of underwater plants. The sails made purley from seaweed that push the boat further to sea.



As I venture bellow deck the ~~chaos~~ Chaos is still happening, crew running around, loading gunpowder in the barrels, making food, hiding goods. The dim ~~ken~~ lit rooms ~~errie~~ and cold. With only one lantern to light up one large area at times. Rats scurried, weaving between legs. The creaks of the floor board echoing against the ocean floor.

I suck in a quick breath inhaling a venomous smell. This ~~was~~ smell which could only be bodily fluids mixed with rum and rat/animal droppings. The wind breezes through as I look out over to the ocean. Waves crashing into each other and along the side of the ship. I take one more glance behind me before the vessel slips back underwater again.

This was really like nowhere I'd seen before.

**Examiner comment and mark:**

**A05** - this response achieves all of the bullet points for Level 4 some of the time. On a best fit basis, a mark in the middle of Level 4 is appropriate.

**A06** - the response meets most of the bullet points and a score of 12 acknowledges that there are some spelling errors throughout the response.

**A05 - Level 4 - 17 marks**

**A06 - Level 4 - 20 marks**



## Question 8

### Script 1

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

**Plan your answer to Section B here:**

She is a woman filled with courage, is my grandmother. She has been to many places and tried many things in her 80 year lifetime. And she still is brave. She still tries new things although she cannot go to many places anymore, but that doesn't stop her grabbing new, interesting and useful opportunities when she can.

**Write your answer to Section B here:**

#### **Examiner comment and mark:**

**AO5** - This response meets all of the criteria for Level 1 for AO5 and is awarded just into Level 2 as there is some ability to communicate clearly and effectively.

**AO6** - all of the criteria for Level 1 have been met and there is a range of correctly spelt vocabulary for a mark of 5 at the bottom of Level 2.

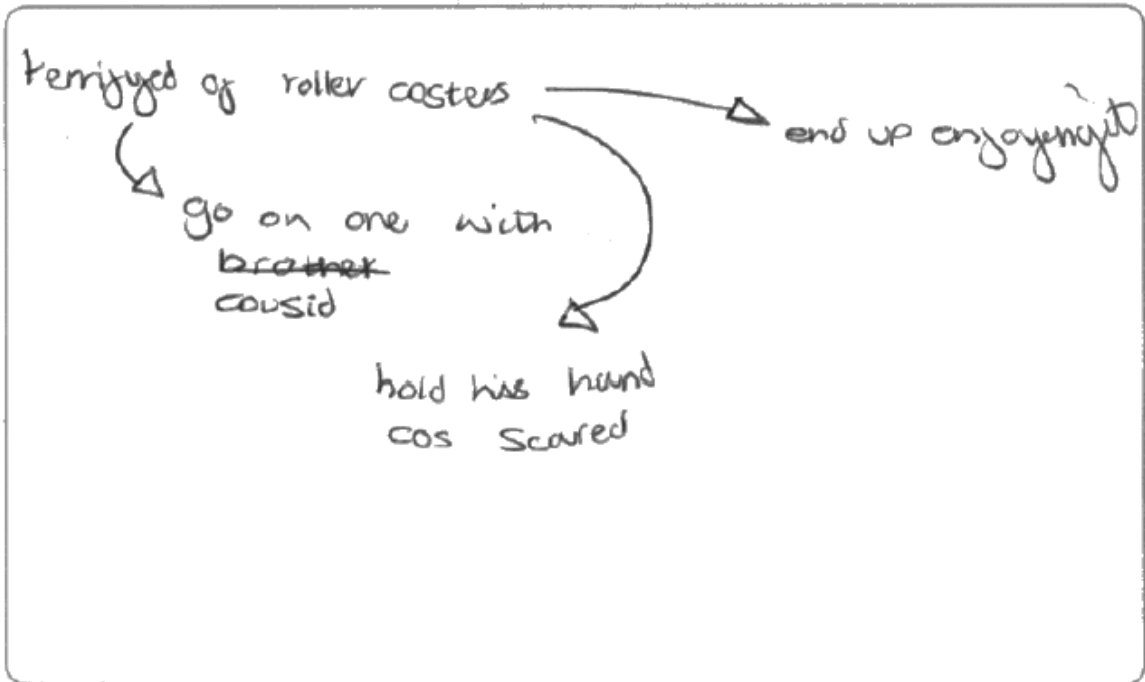
**AO5 - Level 2 - 5 marks**

**AO6 - Level 2 - 5marks**

Script 2

Chosen question number: Question 7  Question 8

Plan your answer to Section B here:



Write your answer to Section B here:

I went to pleasurewood hills today with my 12 year old cousin Jake. He was so excited to go. We got to pleasurewood Hills at 9am we walked around for a little while. We had already been on three rides by 9.30. We went on: the tea pots, the ship and the carousel.

We went over to the wipe out to grab a drink. When we got there it was about 9.45. I got a water and Jake got a lemonade. He ran over to the wipe out and shouted "Can I please go on it." I shouted



back, "Are you tall enough?" He ran over to check. As he turned back around to face me his eyes twinkled with joy. He sprinted back over to me jumping up and down he said, "I can go on it if you can come with me."

I stood there panicking! I hate fast rollercoasters!

I ~~sat~~ exclaimed to him, "maybe we can come back another day with ~~the~~ <sup>your</sup> ~~dad~~ <sup>dad</sup> to do it." He looked at me stunned. He looked heart broken. He got on the floor and started begging, "please please please please" Out of guilt I said "ok". As soon as I said it I immediately regretted it. I was petrified of the wipe out.

We stood in the que for one hour. ~~as we kept getting~~ closer the more I started ~~to~~ shaking; ~~he was~~ <sup>she was</sup> still jumping up and down with joy. The amount of people in front of ~~us~~ rapidly started shrinking 20, 19, 18, 17, 16 everyone on ~~the~~ the ride were screaming, 15, 14, 13, 12, 11, 10. I started to sweat, 9, 8, 7, 6, 5, 4, 3. I wanted to leave and not do ~~this~~ 2, 1. Now it was our turn.



As we got on the ride Jake saw my face and started panicking. In that moment I said "don't worry it will be really fun!" I don't know if that was more for him or me.

Clunk, clunk, clunk.

We began to go up. I was holding on for dear life but kept a happy face on for Jake.

After the ride had finished I told Jake I was going to go to the toilet. As the cubical door closed I tried to catch my breath. When I came back out he ran up to ~~be~~<sup>me</sup> and gave me the biggest hug ever saying "Thank you for the most amazing day."

**Examiner comment and mark:**

**AO5** - This response works well at Level 3 for AO5, using some stylistic devices to suit audience and purpose. There is generally a clear ability to communicate clearly and effectively, although this is not sustained.

**AO6** - this response works well at Level 3. It fulfils most of the bullet points, but the frequency of spelling errors restricts it from a mark at the top of the level.

**AO5 - Level 3 - 13 marks**

**AO6 - Level 3 - 9 marks**



### Script 3

Chosen question number: Question 7

Question 8

Plan your answer to Section B here:

Write your answer to Section B here:

*The day that changed everything*

*7:35 PM, staring at the dimly lit microwave spin in a continuous weary circle, I couldn't help but wonder why my life had to turn out this way; why couldn't I live normally in a house that felt safe? The four plain walls strikingly reminded me this was only a building; the epitome of a grand 'family'. Not a 'home', not*



a place to feel comfortably vulnerable.

Abruptly, the faint sound of my father's keychain snapped me out my trance-like state. AS the door ~~was~~ was ~~in~~ sluggishly pulled ~~over~~ ajar, the ~~of~~ ~~the~~ slight glimpse of a stranger's face appeared. Painted black and blue, the man stumbled through the rest of the door. I struggle to remember the fond memories I used to detain with this familiar yet distant face. His wrinkled fist clutched onto a glass of liquid poison, protecting it with his life. His gaze rapidly turned <sup>stern</sup> ~~stern~~ firing bullet rounds around the room. His fists found the form of a dense ball ready to throw against a brittle rock. Without hesitation, I turned the tedious microwave off and bolted to the stairs. I ~~have~~ knew the night before it began.

The instantaneous shattering of china sounded through the floorboards of my room. The cacophony of shattering glass echoed the disintegration of my peace. As brave as I was trying to be, nothing could prepare me for the echoing ruckus



~~posessed~~ ~~posessed~~  
posessed

~~stared~~

alerted

that would follow. Smash after Smash after Smash continuously rang through my eardrums. Slurred resentful bellows engulfed the entire body of the house causing a vibration to Sprint through the walls. My mind ~~posessed~~ by hateful spits of fire; It burned. Stinging my heart and violently attacking my lungs depriving them of much needed oxygen.

~~I~~ I wept ~~inced~~ inconsolably. The poignant testament addition has brought to this 'home'. I long for the days my father was a source of strength and comfort. Now he is an abodiment of my 'family's' fractured reality.

Clawing at my door ~~attent~~ alerted me to my ~~x~~ whimpering dog. Once let in, she ~~covered~~ curled at my feet. Seeking for any ~~little~~ little comfort this house holds. The continuous noise slowly started to subside, allowing for an exhausted sleep to welcome me in open arms.



Upon awakening, I realised the man I  
spent my whole life admiring has turned  
sour, ignorant and bitter. It is such a  
shame he couldn't celebrate my 13<sup>th</sup>  
birthday ~~at~~ with me. Maybe next year?

**Examiner comment and mark:**

**AO5** - This imaginative response securely meets all of the Level 4 bullet points for AO5 and is beginning to demonstrate aspects at Level 5, including a subtle shaping of the audience's response with a subtle sophistication in places.

**AO6** - the response meets all of the bullet points in Level 5 most of the time but is not always sustained. A mark in the middle of the level is appropriate.

**AO5 - Level 5 - 22 marks**

**AO6 - Level 5 - 15 marks**