

GCSE (9–1) English Language 2.0

Exemplars

Paper 2

Autumn 2021





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Introduction

This pack contains exemplars taken from individual candidates for Paper 2.

The candidates sat the specimen papers from the website which can be found [here](#).



Paper 2

Paper 2 – Question 1

Candidate 1

- 1 From lines 4–7, identify **one** way the tree is affected by the weather.

strong winds ~~can~~ can destroy trees

(Total for Question 1 = 1 mark)

Candidate 2

- 1 From lines 4–7, identify **one** way the tree is affected by the weather.

'A shiver ran through the tree.'

(Total for Question 1 = 1 mark)



Paper 2 – Question 2

Candidate 1

2 Read this extract.

I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses similes to describe her feelings. This is shown in the quote "I sat there for a long time feeling like a fairy on a rosy cloud." The use of simile "like a fairy" shows that she feels comfortable and magical. The simile "like a fairy" shows us that she feels like comfort in the tree because

The writer also shows how difficult it was to climb the tree through the quote "I had some difficulty in holding on, for the branches were large and the bark hurt my hands." Shows

that the tree was hard to climb but she persevered and got to the top. The word "bark" suggests that the tree was rough and sharp making it harder to climb. Showing us Helen's perseverance to climb the tree.

Candidate 2

2 Read this extract.

I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses similes such as 'feeling like a fairy on a rosy cloud' to help the reader to imagine how Helen feels and what she sees. Fairies are a magical creature who are very elegant and special. Also, the extract uses repetition like 'long, long time' which emphasizes how long Helen was there for. 'My tree of paradise' is a metaphor which leads us to understand how she felt about the experience. Paradise is

something beautiful or what you may dream to do. The description helps us to imagine what it looked like which is good as we can imagine and see what she actually thinks. Most of the extract is positive too meaning she enjoyed her experience climbing the tree.

Candidate 3

2 Read this extract.

I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

(6)

One way is through the quotation 'something unusual and wonderful' ^{containing a semantic field} ~~where~~ ^{the adjectives, with connotations of strangeness yet pleasant} wonderfully conveys the foreignness of the situation and how the experience is, ~~as~~ ^{for Helen,} adventurous and wonderful'. Another way is through the quotation 'feeling like a fairy on a rosy cloud', ^{working in conjunction} the simile and fantastical imagery artfully illustrating how Helen's experience is so adventurous and foreign it feels like a dream, which works together with the semantic field of strangeness yet pleasant, ^{beautifully} accentuates how Helen's experience is new yet she enjoys the fantastical dreams she can imagine

from it. Furthermore, another quotation is how 'I had some difficulty holding on' which deftly conveys to us how she found the experience also challenging which may be interpreted as Helen's experience being similar to an exploration or adventure with her struggle resulting in a 'wonderful' and ~~fantastic~~ 'dream'-like ~~experience~~ adventure.

Candidate 4

2 Read this extract.

I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

(6)

Her experience ~~seemed~~ seemed to be eventful but ~~entertaining~~ entertaining for her at the same time. The specific ~~the~~ piece of text I noticed this way 'I had some difficulty holding on, for the branches were large and bark hurt my hands. but I had a delicious sense that I was going to do

something ~~so~~ unusual and wonderful'. This quote tells us through the language and structure that she was injured and hurt her, but she wanted to succeed it. The writer didn't explain ~~how~~ exactly how she was hurt but the language hints to us it was difficult but she carried on anyway.



Candidate 5

2 Read this extract.

I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

The writer uses ~~a~~ ~~metaphor~~ ⁽⁶⁾ ~~metaphor~~ ^{metaphor} "shower of petals" ~~this~~ suggests that the tree is very tough to get through and could symbolise her own personality being "strong".
The writer uses repetition "long, long" ~~this~~ suggests that ~~the~~ ~~climbing~~ the tree is a long process was worth it and she sat there for ages showing that Helen ~~enjoyed~~ enjoyed it also.

The writer uses a simile "feeling like a fairy on a rosy cloud" ~~this~~ suggests that Helen is living a dream as she compares herself to a "fairy".

Candidate 6

2 Read this extract.

I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

metaphor
shows
determined
ambitious
smile

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

(6)

In the extract the writer uses language to describe Helen's experience as ~~hard~~^{difficult}. This is evident in the ~~quote~~^{metaphor} 'forked branches' which gives the reader an sense idea on how the branches are spread out making it difficult to grip onto. However the simile 'feeling like a fairy on a rosy cloud' gives the reader an almost false sense of security as the text suggests the tree is quite tall (evident in the ~~quote~~^{repetition} 'I kept on climbing higher and higher')

considering that all the branches are spread out it is obviously dangerous and difficult to climb which also suggests how determined Helen is to climb said tree.

The writer also used language to show Helen's experience was wonderful. The metaphor 'my tree of paradise' clearly suggests her sense of happiness and hope overtook any negative emotions the difficult journey could have caused. The adjectives 'unusual and wonderful' also suggests just how magnificent the view and feeling of being at the top must have been.

Candidate 7

2 Read this extract.

I made my way through a shower of petals to the **great** trunk and for one minute stood irresolute; then, putting my foot in the **broad space** between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were **very large** and the bark hurt my hands. But I had a delicious *sense* that I was doing something unusual and wonderful, so I kept on climbing **higher and higher**, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

(6)

The writer intentionally crafts the extract to show the trees might. They do this through hyperbole and adjectives. Helen is a child in the story and compared to the 'great trunk' she is described as dainty and small like a 'fairy'. This places huge emphasis on the 'very large' branches and height of

the tree. ~~as~~ The author repeats the word 'higher' as Helen thinks it is like a giant she is climbing.



The writer beautifully creates a 'sense' of bliss when climbing the tree. ~~They do~~ this ~~by~~ with similes and adjectives. Helen feels 'like a fairy' which creates a magical, fairytale scene in the readers head. ~~we~~ We then feel as though we are 'on a rosy cloud' like with her as we ~~remember~~ reminisce about our wonderful ~~childhood~~ childhood naivety. 'Paradise' is a place where people are 'happy' and ~~to~~ calm and at the moment ~~she is~~ her mind wonders 'thinking fair thoughts'. The writer builds up a sense of accomplishment at the end as the tone changes from her feeling intimidated to ~~to~~ feeling 'happy'.

Candidate 8

2 Read this extract.

I made my way through a shower of petals to the great trunk and for one minute stood irresolute; then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

In the extract, how does the writer use language to present Helen's experience of climbing the tree?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses similes such as, 'feeling like a fairy on a rosy cloud' suggesting that Helen is in a 'tree of paradise' and that she now enjoys herself in the tree. 'Fairy' suggests that she feels like the experience was magical and she will never want to leave. The adjective 'paradise' also suggests that Helen has found her safe, special, perfect place that she will love forever. The writer also uses senses ^{and repetition} and thoughts such as, 'Thinking fair thoughts and dreaming bright

dreams' to convey her pleasant experience in the tree. 'Fair' and 'bright' symbolise that she is positive and happy in the tree as well as the writer using adjectives such as 'delicious' to convey that this, 'unusual and wonderful' experience makes Helen feel like she is in Heaven and that she would want to keep going up to try new things.

Paper 2 – Question 3

Candidate 1

3 Read this extract.

Instead she squats on her heels on the sidewalk.

The faintly metallic smell of the falling snow surrounds her. *Calm yourself. Listen.*

Cars splash along streets, and snowmelt drums through runnels; she can hear snowflakes tick and patter through the trees.

Six blocks, forty buildings, ten tiny trees in a square. This street intersects this street intersects this street. One centimetre at a time.

Her father stirs the keys in his pockets. Ahead loom the tall, grand houses that flank the gardens, reflecting sound.

From the extract, identify **one** way Marie-Laure identifies places and objects.

She uses sound to identify objects.

(Total for Question 3 = 1 mark)

Paper 2 – Question 4

Candidate 1

4 The writer presents a young girl being helped to learn something new by her father.

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 short sentences to start off the story showing the young girls frustration of sailing ^{or} and not being able to help her father as shown in line 1-2 "Tuesday after Tuesday she fails. She leads her father on six-block detours that leave her angry and frustrated." This structure effects the reader by showing that the young girl feels hopeless and wants to help her father.

The writer's also uses ^{structure} ~~language~~ ^{structure} to engage the reader by building up suspense throughout the text. The writer builds up suspense through her father's fail sailer and frustration but shows us the reader that she can ~~can~~ learn her way home from the her father's father's work.

Candidate 2

4 The writer presents a young girl being helped to learn something new by her father.

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 by using lots of descriptive language. He describes everything he speaks about. For example, 'miniature benches, trees, lamp posts, doorways' explains to us about the model in there kitchen. Also, the writer doesn't only speak about one thing, many different things

are spoken about to help us carry on reading and still be interested. Pathetic fallacy is also used a lot as the writer describes the weather many different times. For example, 'one snowy Tuesday in March.', 'faintly metallic smell of the falling snow' and 'thick hair is wet from the snow.' All of these phrases are speaking about the snow and can make us think more into the extract, such as it is in winter time.



As well as that, the use of speech can help us to understand the relationship/bond that Marie-Laure and her father have. Especially, in the last paragraph it says, 'her father's hands are in her armpits, swinging her up, and Marie-Laure smiles and he laughs a pure, contagious laugh.' This shows us that her and her father are very close and have a good bond because of the many fun memories they have together which they will always remember.

Candidate 3

4 The writer presents a young girl being helped to learn something new by her father.

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

You should include:

- the writer's use of language ^{imagery}
- the writer's use of structure ^{semantic field}
- the effect on the reader. ^{engagement}

Use examples from the whole text and relevant subject terminology.

(10)

The author masterfully initiates the opening quotation 'Tuesday after Tuesday he fails', the ^{repetition} ~~repetition~~ mirroring the repetitiveness of her Marie-Laure's failure, opening the extract with a bleak tone that engages us as we wish to find out how this bleakness will change.

Furthermore, the artful employment of expressive ^{imagery} ~~imagery~~ ^{utilised in conjunction with} ~~poetic~~ with declarative statements in short ^{and personification} ~~happy~~ sentences, such as 'The faintly metallic smell of the falling snow surrounds

her', engaging us as we are subtly exposed to the same imagery and sensations that Marie-Laure is using to navigate herself and the masterful utilisation of personification deftly illustrates each part of the world almost as if it has a mind of its own, making us interested in exploring the unpredictability and wonderfulness of the world with her ~~as~~ as she finds her way home, ~~contrast~~ juxtaposing the bleak tone from the start and making us curious to find out more.

Additionally, the emotive semantic field of unadulterated joy at the end with 'a pure, contagious laugh' enervates us and the emotional payoff ~~to~~ rewards us greatly, making us ~~want~~ to engaging us and ~~to~~ further juxtaposing the bleakness at the beginning, mirroring Marie-Laure's development as a ^{first navigation} ~~choice~~ ^{home} through her ~~use of imagery to not~~ This paired with the imagery beautifully illustrates a heart-warming extract, engaging us with ^{the} warmth and purity of the emotions deftly conveyed through Marie-Laure's exploration.

Candidate 4

4 The writer presents a young girl being helped to learn something new by her father.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

In a way, the writer tures our interests as we immediately feel sorrow for her as she is blind. It is also heartwarming as its a daughter and father relationship and the father helping her.

The language and description also ~~engages~~ interests us as they tell us how this vulnerable, blind girl managed to get all the way to her house from her fathers work.

My personal opinion was how it made me want to read more as it interests me as to how the story is going to end. As the language and structure wured you in by making us interested and excited but also by making us feel sorrow and sympathy at the same time.



Candidate 5

4 The writer presents a young girl being helped to learn something new by her father.

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.

The writer uses short sentences to ⁽¹⁰⁾ show Marie-Louise's panic and fear ~~scary~~ settling in as she says "we go left" and "safe to cross, Papa". The word "Papa" is significant as calling her dad is a sign of comfort and warmth. This ~~gives~~ ^{shows} the readers ~~in an~~ ^{significantly}.

As it must be scary for a young blind person to experience the streets by themselves. At the beginning of the extract ~~the writer~~ ^{you} can see Marie-Louise's frustration as she gets it wrong over and over again but as it goes towards the middle of the extract her attitude has changed as she is doing better but ~~still~~ ^{there's} a slight panic which approaches her. Finally at the end she ends up at her house and they release a contagious laugh which makes the reader new feel pleased and proud for the both of them.



Candidate 6

4 The writer presents a young girl being helped to learn something new by her father.

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 reader effectively uses ~~that~~ repetition in the extract to show how many times this particular scenario has happened before. "This-street intersects this street intersects this street" engages the reader as we now want to find out more whether this time will be different even if this is the first time reading it. The use of

repetition almost creates tension and leaves us hoping that the protagonist of the story will finally achieve her ~~task~~^{goal}. Repetition is also shown in the very beginning of the extract: "Tuesday after Tuesday." It's effective that the writer puts this in the beginning as it creates tension from the start which engages and interests the reader even more. //

~~Through~~ Through the use of short sentences, the writer is able to create a quick pace and a busy atmosphere. "Safe to cross, Papa? It is. Right. Then straight." The scene itself might not be busy on its own but the reader can infer that the protagonist's mind is busy and overfilled with detail relating to ~~what~~ she ~~has~~^{and} her goal which she wants to achieve.



Candidate 7

4 The writer presents a young girl being helped to learn something new by her father.

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 creatively portrays the character's curiosity using different senses and short sentences. Marie-Louise's excitedness in the text reflects her curiosity. The shorter sentences show how her mind is racing to find the next clue; ~~the~~

when she tells her father 'We go left' the imperatives show how she leads her father on through the many 'streets' and 'blocks'. The use of other senses and her awareness ~~but~~ further reinforces this as she has no time for one thing. For example when she hears 'snowflakes' and 'cars splash' the author ~~lets~~ lists this in a rule of three. All of this creates a faster paced story and keeps the reader engaged throughout as we wonder whether ~~she~~ she will find her way back home.

The author cleverly engages the reader at the end with the use of emotive language and change of tone. This creates a sense of love and glee and makes us feel as 'smile' as we feel as accomplished as Marie-Laure when she finally reaches her goal. The emotive language ~~she~~ she uses helps

changed the more determined, serious to a more joyous one with words like: 'smile', 'beaming', 'contagious laugh'.



Candidate 8

4 The writer presents a young girl being helped to learn something new by her father.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

At the beginning of the text, the writer uses adjectives such as 'angry and frustrated' to present the little girl's emotions, which then makes us want to know if she will ever succeed and stop making mistakes. This juxtaposes the ending where Marie-Laure finally corrects her mistakes and the writer uses positive adjectives such as, 'contagious laugh' and 'pure' to make us readers

Feel accomplished and happy for the girl who has learnt valuable life lessons alongside us who are learning with her. The writer also uses imagery through similes, personification and senses to interest the reader. 'The faintly metallic smell' and 'she can hear snowflakes tick' makes us readers feel like she has powers, intriguing us into reading more and making us want to understand how she can do these things. Alongside this, sibilance is used with, 'snow surrounds' to emphasise how trapped she feels due to her blindness, this makes us readers want to know how we can overcome something like the girl. Furthermore, listing is utilised by the writer to engage us by making us try to understand what the girl does to find her way home. 'Across from her now: the bakery, the butcher, the delicatessen' works with her senses to intrigue us and make us want to read on.

Paper 2 – Question 5

Candidate 1

- 5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities.

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

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

~~The text~~ Both of the texts show women dealing with challenges ~~for each~~ that are different, but they share similarities. For example text 1 Helen remembered her way around her back garden to the mimosa tree. the quote "Knowing ^{that the} mimosa tree was near the fence, At the turn of the path" shows that Helen used her memory to get around her garden. This is shown similar in text 2 where the young blind girl used a model to remember her way home from work. the quote "she runs her fingers over the model in their kitchen, counting miniature benches, trees, lampposts, doorways." Shows that she is memorising her way home.

Similarity is seen between the two texts as both girls use senses to get around. ~~text~~ In text 1 Helen uses her sense of smell to get around her garden as shown in the quote "I recognized the odour of the mimosa blossoms." which shows Helen uses her sense of smell to find the mimosa tree. whereas in text 2, The young blind girl also uses her senses but it's her sense of hearing shown in the quote "she can hear ~~the~~ snowflakes tick and tick."

through the trees.

A final similarity is that they both overcome their fears. In text 1 Helen goes back into the mimosa tree shown in the quote "I reached a little seat which someone has built so long ago it was part of the tree." Shows she climbed up and over come her fears. In text 2 the young blind girl gets confidence and goes home shown in the quote "dread has not come tumbling up from her guts" showing she is not worried.



Candidate 2

- 5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities.

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

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

Text 1 and Text 2 are both similar as they are both women who are less fortunate than others. ~~Text 1~~ In Text 1, Helen cannot see or speak and in Text 2, Marie-Laure is a young blind girl. They are both exploring and learning new stuff from their experience. For example, in Text 1, Helen speaks about how she was stuck up a tree and what she learnt from the experience. In Text 2, Marie-Laure is learning how to walk and trying to learn the route at home. Also, both texts have some speech although, text 2 has more in it.



Candidate 3

Q.5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities

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

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

Both texts begin with the writer's bad experiences. For instance Text one says 'A chilling terror crept over me' and Text two says 'Tuesday after Tuesday she fails again.' In both texts the people had a bad feeling about their experiences, in text one she says that 'the mere thought filled me with terror' and in Text 2 she was scared before and was going to give as it says 'dread has not come trundling up her gut'.

At the end of both extracts we are told how they overcome challenges. Text one says, 'I spend many happy hours in my tree paradise' and text two shows she was happy as it says 'Laughing together while snow sifts through the branches above'.



Candidate 4

- 5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities.

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

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

The two texts are very different but very similar in many aspects. They both have a disadvantages because one has the lack to ~~hear~~^{hear} or see while the other young girl was blind, which shows how it was more harder for them. They also both fail to some advantage to show the determination how they do want to get past it and get it right. last similarity is how they both take a while to get it right but they both don't give into the challenge.

Candidate 5

- 5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities.

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

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

One similarity is that they both don't know what's gonna happen. I know this from text 1 as it says "the immense, the unknown" this clearly shows that Aileen in text 1 doesn't know where she is going. In text 2 it says "She looks her father on six-block detectors that leave her angry and frustrated and further from home". This also shows that Marie-Laure in text 2 doesn't know where she's going.

Another similarity is that they both end up at their destinations and are happy. I know this from text 1 as it says "I spent many happy hours in my tree of paradise". In text 2 it says "Father and daughter turning in sideways in front of their apartment house".

Another similarity is that they both end up panicking. I know this from text 1 as it says

~~It shiver ran through the tree~~ = It shiver ran through the tree. In text 2 it says "We got left" and "Safe to cross Papa". This shows short sentences to symbolise her panic.

Candidate 6

- 5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities.

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

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

One way the protagonist in text 1 faces a challenge is evident in the exaggerated phrase "The mere thought filled me with terror" which shows how much distress the personal fear is causing. This can be linked to the personification of terror; "terror held me fast" which suggests how quickly her fear kicks in showing the challenges she has faced. The alliteration "sinister silence" also creates tension in the atmosphere showing that she saw fear even in the ~~way~~ the sounds, or rather lack of them.

In text 2 the writer uses adjectives 'angry and frustrated' in order to show the protagonist's challenges and thoughts.

Candidate 7

- 5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities.

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

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

In text 1, Helen Keller is blind so uses her intuition to accomplish her goal: 'who cannot see'. In text 2 Marie-Laure is blind and uses ~~the~~ her other sense to accomplish her goal: 'Smell', 'hear' and ~~she~~ 'a young blind girl'. 'She is blind'.

In text 1, Helen Keller ~~feels~~ feels better after she finally did it and there is a shift in tone: 'feeling like a fairy on a rose cloud'. In text 2, Marie-Laure feels better after she finally did it and there is a shift in tone: 'laughing together' and 'smiles'.



Candidate 8

- 5 Texts 1 and Text 2 both show women dealing with a challenge. The challenges are different, but they share similarities.

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

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

Both texts show women dealing with challenges in similar ways. In text 1, Helen is shown in a tree which is being attacked by wind. 'The tree swayed and strained' shows how fragile and helpless Helen is at this point in time. Similarly in text 2, Marie-Laure is portrayed as being attacked by her mind. 'Angry and frustrated' shows how helpless she feels and how fragile her mind is.

Also in text 1, it says, 'Thinking fair thoughts and dreaming bright dreams' which we can infer means that Helen's mood has shifted and that she now enjoys tree climbing as a result of the challenge. Similarly in text 2, it states, 'a pure, contagious laugh' which we can infer means that their mood has shifted from angry to pleased and happy with her results.

Furthermore in text 1, Helen uses her senses to locate a tree which is similar to text 2 where Marie-Laure also uses her senses to find her house.

Paper 2 – Question 6

Candidate 1

6 Compare the writers' ideas and perspectives about overcoming personal fears.

You should compare the writers':

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

Use examples from both texts to support your comparison.

(16)

The writer's both wrote about blind girls overcoming their fear and accomplishing their goals. For text one it's about Helen having a bad experience and overcoming that fear and in text 2 is about a young blind girl trying to learn her way home and overcoming her fear of not being able to learn her way home.

In text one it shows Helen exploring her garden and climbing a tree as a strong gust of wind starts knocking her around in the tree being ~~helpless~~ feeling helpless. until she is helped by her teacher, but this leaves her scared to go back to the tree. Then one day she's invited into the tree because of its odour and she decides to overcome her fear and go back into the tree.

In text 2 it's similar but the young blind girl doesn't ^{have} a bad experience. The young blind girl just gets frustrated over her failures but she doesn't give up until one day she makes it all the way home without getting lost. The young blind girl overcomes her fear and frustration and walks home.

Candidate 2

6 Compare the writers' ideas and perspectives about overcoming personal fears.


You should compare the writers':

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

Use examples from both texts to support your comparison.

(16)

Both texts are about what they are either learning or trying to learn. They both fail and make mistakes but at the end of each text, they both end up happy and making memories which they won't forget. For example, 'After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.' (Text 1) and, 'Marie-laure smiles, and he laughs a pure, contagious laugh, one she will try to remember all her life.' (Text 2) Both extracts end in a positive way as they are both happy with what they have achieved. Also, ~~they~~ both writers focus on one main thing to describe and speak a lot about. Helen Keller speaks about the branches a lot, 'blossom-laden branches.' Marie-laure speaks about number of blocks and buildings a lot, 'four blocks three blocks two.' They describe everything in a very specific way which is very different from each other. Both experiences also start quite negative from where they don't believe in themselves. Also, both Helen and Marie are getting help from



Someone Cone from teacher and one from father.)
They didn't actually think they could achieve
each goal but with help they did. They were
unaware of what they could actually do and
because of this, they are both very excited and
happy at the end.

Candidate 3

6 Compare the writers' ideas and perspectives about overcoming personal fears.

You should compare the writers':

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

imagery!

personification!

juxtaposition!

Use examples from both texts to support your comparison.

(16)

Both extracts ^{defies} utilise personification and imagery to artfully illustrate their overcoming of their fears as a wonderful adventure ~~which is~~ but while Text 1's ^{skillful} juxtaposition employment of juxtaposition conveys the danger and fear of new experiences, Text 2's juxtaposition conveys the reward and joy from overcoming fears.

~~It is~~ Throughout each of the extracts, descriptive imagery is through thoroughly deployed ~~with~~ in conjunction with personification with in Text 2 'the faintly metallic smell of the falling snow surrounds her' and in Text 1 'the spirit of spring had passed through the summer house', both cases of personification ^{personified} artfully illustrating nature as ~~was~~ having a life of its own and something to be explored with glee. Furthermore, the imagery ^{dreams} which creates a semantic field of fantastical conveying ^{to us} how both the writers view ^{overcoming fears} nature with a fantastical 'dream'-like quality similar to an adventuring in a fairy tale.

~~For~~ Moreover, both texts beautifully employ juxtaposition of tones ^{to convey} their authors' perspectives on overcoming fears while Text 1 juxtaposes semantic fields of terror with 'terror held me fast' with 'a semantic field of peace and sublimity' ^{with a wonderful} 'subtle fragrance' to deftly convey how overcoming fears may be

dangerous but also rewarding and allows you to experience many 'wonderful', foreign experiences. However, Text 2 employs juxtaposition of tone and semantic fields from bleak repetitiveness with 'Tuesday after Tuesday she fails' ~~which~~ where the repetitiveness mirrors the bleak repetitiveness of Marie-Laure's failure contrasting the semantic field and tone of unadulterated ^{to us} joy with 'a pure, contagious laugh' to simply convey the enjoyment one can get from overcoming fears and the emotional payment it can give you.

Furthermore, both texts are different in the way they portray to us the companionship of others while overcoming fears. While in Text 1, Helen is helped by her 'teacher' to help her come down from the tree, artfully conveying to us how others can help us in moments of fear and the importance of companionship but however, most of the extract is Helen on her own, reinforced with the multitudinous utilisation of the pronoun 'I' which deftly illustrates to us how Helen overcame her fear by herself without help to experience the rewards in the fullest but contrastingly, in Text 2, Marie-Laure is accompanied by her ~~father~~ 'Papa' throughout who helps and reassures her ~~constantly~~ constantly and at the end enjoy her overcoming of her fear together with 'a pure, contagious laugh', illustrating to us how ~~fear~~ overcoming fears is best celebrated together and the joy being with others can bring us.



Candidate 4

6 Compare the writers' ideas and perspectives about overcoming personal fears.

You should compare the writers':

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

Use examples from both texts to support your comparison.

(16)

In text 1, the writer tells us about a girl who cannot speak or see, remembers the time she was stuck up a tree and how she learnt by the experience. The writer's perspective in my opinion, was that you learn to overcome them ~~them~~ and enjoy doing it until you learn to succeed it. Her ideas are from her own, personal perspective and I feel as if she wants to encourage children the same way.

In text 2, The writer tells us about a young blind girl who is learning how to walk from her father's words to her home in Paris. The writer's perspective in my opinion, was that it is okay to fail and go over it and eventually succeed. Her

ideas come from her perspective and what she would do in that situation.

The comparison between the two is how one of them deals with it independently, while the other has her father's help. Perhaps, this shows us how to different situations need guidance while the other can be done being independent. In text 2, it shows us in the text through the language that her father is her guide and leads her by being supportive. While in text 1, it shows how she deals with it on her own and learns her mistakes through her own movements and action.



Candidate 5

6 Compare the writers' ideas and perspectives about overcoming personal fears.

You should compare the writers':

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

Use examples from both texts to support your comparison.

(16)

In text 1 the writer compares overcoming personal fears by learning about the past experiences like what Helen Keller did as a blind woman who can't speak either. She learnt ~~and~~ what to do next time and knows how to prepare for it. In text 2 the writer compares overcoming personal fears by ~~repeating~~ keep on trying because in text 2 Marie-Laure ~~couldn't~~ couldn't get back to her house after many attempts with her father - until she got it. Also ~~the writer~~ the writer shows there is always a benefit after overcoming your fear as Marie-Laure let out a contagious laugh afterwards and Helen Keller spent hours in the tree after climbing it thinking and dreaming about bright dreams.



Candidate 6

6 Compare the writers' ideas and perspectives about overcoming personal fears.

You should compare the writers':

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

Use examples from both texts to support your comparison.

(16)

Within text 1, the writer juxtaposes two ideas within the extract which ultimately show how the protagonist of the story ~~overcome~~ overcame personal fears. "The mere thought filled me with terror" contrasts well with the quote "was there ever anything so exquisitely beautiful in the world before!" We can see how the protagonist's perspective changes going ~~from~~ from pure terror and horror to even think about to thinking ~~the tree~~ is the most beautiful thing in the world.

Similarly in text two, we can clearly see the protagonist's perspective change from fear of getting lost and frustration "six black details that leave her angry and frustrated" to finally being able to think logically and being almost hopeful "for the first time since they began this exercise, dread has not come tumbling up from her gut." //

However in text 1, the reader doesn't feel as much tension because the sentences



are long and very descriptive, the reader feels almost bad for the protagonist because of her ~~fe~~ fear of climbing trees. Whereas in text 2, there are many short sentences which create tension which engages the ~~re~~ reader leaving them almost determined for the protagonist.

Within text 2, the protagonist's end goal is a must; she needs to find her way home whereas in text 1 the character simply overcomes her fear which might have not been as important.



Candidate 7

6 Compare the writers' ideas and perspectives about overcoming personal fears.

You should compare the writers':

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

Use examples from both texts to support your comparison.

Both writers are explaining that you can accomplish any goal no matter what stands in your way and you will feel better after. (16)

In text 1, Helen Keller clearly portrays her point of view through the use of tonal change in the text this is paired with the use of verbs to create suspense. From lines 4-12 striking verbs like 'swayed' and 'strained' form a sense of danger which highlights the blissfulness of the ending as the descriptions contrast after the change of tone. For example at the beginning she feels 'terror' where as at the end she feels 'like a fairy'. Keller can then look back and realise the ~~bead~~ beauty of it all and



that the struggle was worth it. The large paragraphs also reinforce this as they can appear quite overwhelming like the experience the writer had this helps the reader to connect further with the writer to emphasise her viewpoints and central ideas.

In text 2; Anthony Doerr also conveys the idea that you can overcome any obstacle no matter the ~~set~~ circumstance. This is shown in the emotive tone at the end of the text paired with the struggle at the start. Marie-Laure's determination can be seen when she feels no 'dread' as she has studied the 'model' created by her father. The 'smiles' of her ~~father~~ father show how immensely proud he is and this can be mirrored in the reader.

Candidate 8

6 Compare the writers' ideas and perspectives about overcoming personal fears.

You should compare the writers':

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

Use examples from both texts to support your comparison.

(16)

In both texts, the characters face challenges, however they both overcome their fears in different ways.

In text 1, the writer uses a traumatic event to open her text and ends it with a pleasant experience to teach us a valuable lesson that anything, however challenging is possible if we try.

However, in text 2 the writer shows the progress of a little girl from failing to succeeding to portray the progress we can all make if we try our hardest.

Furthermore in text 1, we see Helen in first person and we experience her fearful emotions in the beginning, compared with her happy emotions at the end. The sentence 'Sinister Silence' is a perfect example of how the writer has used her senses to convey fear and then turn it into 'fair thoughts' to convey how it can become positive after a while.

In contrast in text 2, we see a third person perspective to convey anger and accomplishment through the use of superlatives to show this. Powerful adjectives such as 'angry' and 'frustrated' are used to

portray the shift in the girl's mindset and tell us readers that anything is achievable and it will have a positive outcome.

Text 1 uses metaphors ^{and smiles} to suggest that all experiences will eventually have a positive outcome. 'Feeling like a fairy' portrays that Helen has grown and overcome her fear and now feels happy and excited to be climbing trees along with 'delicious sense' which presents her newfound like for climbing and her positive experience afterwards.

However in text 2, they use listing to suggest all experiences will eventually have a positive outcome. Towards the end, it states: 'Swinging her up, and Marie-Laure smiles, and he laughs a pure, contagious laugh' to emphasise that achievement brings joy to everyone around you and it will boost your confidence further.

Paper 2: Questions 7 and 8

Candidate 1

*7 Write an imaginative piece that starts with the line:

'I sat there in silence. Unsure whether to stay or go – the fear was almost overpowering, but I knew I had to act.'

*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 7 = 40 marks)

Chosen question number: Question 7 ☒ Question 8 ☐

Plan your answer to Section B here:



Write your answer to Section B here:

I sat there in silence. Unsure of whether to stay or go. The fear was almost ~~over~~^{overpowering} but ~~I~~^I knew I had to act. It was the thoughts that was going through my head as I stood looking at the river below. The scenery was beautiful with the trees and animals but the thought to jump was so frightening.

My friends had already jumped and was telling me how fun it was. As I looked down my mind ~~went to~~^{wondered} to how this all happened.



It was a peaceful ~~evening~~ ^{morning} when I got a message from one of my friends to meet up so I got ready ~~to~~ and headed out. Once we all met up and went out I had no clue where we was going. It all seemed strange I never went out there before.

Once we was there I found out what we was doing he bought tickets so we could go bungee jumping. My heart skipped a beat as we was being hooked up to jump with fear that was almost ~~over~~ ^{overpowering}.

It was my time to jump but my legs were shaking and crumbling ~~to~~ My friends behind me telling me it was ~~ok~~ okay. So I took one last breath and took a leap ~~at~~ ^{leap} leap...



Candidate 2

Chosen question number: Question 7 ☒ Question 8 ☒

Plan your answer to Section B here:

Question 7 %
* silence
* mysterious
* peaceful
* sinister.

Write your answer to Section B here:

I sat there in silence. Unsure whether to stay or go - the fear was almost overpowering, but I knew I had to act. Shivers trembled through my body as I realised I was next. Thousands of thoughts were twisting through my mind like a hurricane. It wasn't even a nice day - clouds were gloomy and grass was ~~was~~ wet and then it happened. Cold hands wrapped around me as I was getting pulled closer and closer in. I felt trapped as if no one could help me now and I was slowly losing control of myself. Twisted branches were



crooked like witches fingers creating a potion in their magic cauldron. The air smelt damp and leaves were crunching as I stepped on them one by one. The bark of trees had writing carved in it, maybe this is a sign? I was still being dragged away and then I knew what I had to do. My arms reached out while I tried to feel what was around me. Goosebumps slowly crept up on my arms because I was petrified and then I ran and ran and ran. I didn't stop. I just wanted to escape and start over. I felt like I was running in circles and there was no way out. I knew now that this was the end. And there it was, blood was scattered all over the muddy ground, it was like a trail they wanted me to follow but I knew I couldn't be a part of this twisted game anymore. Stopping for a second to try and catch my own breath, I looked around me and I knew the risk. I was all alone and had no one to help me.

Candidate 3

Plan your answer to Section B here:

sword of Damocles
serpent
uselessness of phone
isolation
nature > man
motel of darkness

drop: forest
shift: solky, darkness of
sleep
zoom: whispers and hand
link: eerie silence

Write your answer to Section B here:

I sat there in silence. Unsure whether to stay or go - the fear was almost overpowering, but I knew I had to act.

My ^{her} fast springing into action, the stillness of my surroundings smothered ^{smartphone} me. My phone a useless weight in my shorts as my breathtaking fear became ~~past~~ as palpable as my thundering heartbeat, echoing in my ribcage over the sound of my haggard, shuddering gulps of air.

Black, inky, shadowy columns of darkness stretched ^{up} leisurely high into the midnight sky, ~~and~~ dwarfing my trembling forms. Branches snatching, ~~grasping~~ and clamping ~~around~~ stealing the all-encompassing ^{nature, and nothing was left} onto the ~~untouchable~~ familiarity of ~~the stage~~, leaving nothing

but abysmal isolation.

I heard - more than saw - shibbets of birds crying out hoarsely, ^{she} raggardly and desperately flutter of their wings echoing ~~along the~~ as a constricting cacophony of trapped screams, futilely wishing to fly higher and higher to never be seen again yet Icarus' sins anchoring their ^{flight} things.

Eyes frantic and searching, ^{I keep running.} The mist thickens impossibly; I keep running. A sultry whisper of a serpent in my ear; I keep running. Pained screams of the forsaken; I keep running.

Abrupt silence.

I keep running.

A hand wrapping around my throat. I can run no longer. Memories of a mother's touch embracing my mind, ~~a warm touch, touch,~~ whispers of comfort and home, a natural safety, ^{all I can feel} cooking after a long day, a soothing hug yet the pale flesh of the hand ^{digging} digs into my throat with a bruising grip, ~~beetle-ing me~~ ^{with a snake's hiss} beckoning me ~~with~~ to get closer-closer-closer.

But even my legs give out under me.

And the hand drags me instead.

Black, inky, shadowy columns of dark stretched leisurly up high into the midnight sky yet there

was no trembling form to be dwarfed. Branches, snatching, clamping and stealing the all-encompassing familiarity of nature, ~~the~~ nothing was left but abysmal isolation.

A new, unfamiliar raven clumsily shitters up a tree: the sword of Damocles had struck and the bird shall run no more.

Candidate 4

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:

- | | |
|--------------------------|----------------------------|
| - rapidly | - belittling |
| - overpowering | - intimidating |
| - racing | - horrifying |
| - petrified | - threatening |
| - massive | - burning |
| - stare dried | - stamina |
| - cracked | - exhausted |
| - dehydration | - tiring tiring |
| - burning | |

Write your answer to Section B here:

I sat there in silence, unsure whether to stay or go - the year was almost overpowering, but I knew I had to act. They all slowly surrounded me, like a chicken surrounded by a group of wolves. I was frozen, I was petrified. They were all against me, I had to jump. I had no better choice but one wrong move and I was dead, my only option was to jump.



Two different sides and one massive river. Where can I go? They are all surrounding me and my heart is racing more and more every second.

The thought of possibly dying belittled me but the thought of losing encouraged me more. I am going to do this. It is worth it. I'm trying to advise myself that everything will be okay but I can't help my mind overpowering with deep thoughts. My heart is beating overpowering amounts and I decided I must do it.

one step closer to the edge. I tell myself keep going. They are going to capture you if you don't risk this. slowly, making one step after another, I am almost there. I'm going to be free. I am staring at the dried, mud and distance between one side to

Two different sides and one massive river. Where can I go? They are all surrounding me and my heart is racing more and more every second.


The thought of possibly dying belittled me but the thought of losing encouraged me more. I am going to do this. It is worth it. I'm trying to advise myself that everything will be okay but I can't help my mind overpowering with deep thoughts. My heart is beating overpowering amounts and I decided I must do it.

one step closer to the edge. I tell myself keep going. They are going to capture you if you don't risk this. slowly, making one step after another, I am almost there. I'm going to be free. I am staring at the dried, mud and distance between one side to

another. I'm on the edge about to jump. They are rapidly getting faster towards me. What am I going to do. Jump! Jump! Jump! my head is screaming at me.

This is it. All or nothing. I have no other choice. My head and heart ~~are~~^{were} coming out of me and feels as if they ~~are~~^{were} were picking up my stamina and doing ~~the~~ the actions for me. I took the leap of faith. I took the run up and jumped.

I felt as if I was put on yeeze. The moment went so slow, as if I was stuck in the air. This is the moment, all I had to do ~~was~~^{was} land and im free. This is it im going to land. I did it. my legs scraped against the ~~dry~~ dried, cracked mud with the sun beaming down on me. It felt as if I was in heaven, is this it? I landed? the heat got too much and the



dehydration started to ~~kick~~ kick in.
I passed out.

I'm awake. I'm not in the woods? I'm in my bedroom. I'm yustured and my anxiety in my chest began to calm down. This was all a dream? My imagination and nightmares, but how?



Candidate 5

Chosen question number: Question 7 ☒ Question 8 ☐

Plan your answer to Section B here:

Handwritten plan for the answer to Section B.

Write your answer to Section B here:

I sat there in silence, unsure whether to stay or go. The fear was almost overpowering, but I knew I had to act. I decided to go and look for any way out, but I realised that I was trapped. Within a minute my nerves settled in and I was grasping and reaching out for anything I could reach for. Suddenly a loud whisper ran through my little red ears and through the mist I could see a gigantic figure standing beyond me, every time.



I moved the figure would follow. Leading myself into the conclusion that it was only a reflection of me. Slowly, trembling through the early forest I could feel chills going up and down my spine warning me to not carry on ~~on~~ but I did as, so I sat there in silence listening out for any sudden movement I could see that the ~~fast~~ massive figure was slowly getting closer, Until it vanished into thin air sending a whole tornado of ^{many} leaves into the air, only to descend back down onto the eroded pathways. I turned around and the immense, unknown, eroded me. Then the stirring of leaves happened again so I turned back again but then a mere thought filled me with terror. There was a large number ~~of~~ of black birds ~~circling~~ circling around a mimosa which was grasping me in until I stopped and viewed this unexpected tree. Then all of ~~the~~ a sudden there was a sudden blast sending ~~me~~ regret for coming to such a place. I decided to move on as quick as I can as I could hear the scrunching of leaves stalking from behind me ready



to pounce. // As the mist got darker, ^{the} more
trauma ~~was~~ ^{taking place} so I crouched
down hoping that this ~~was~~ ^{was} a nightmare
but it wasn't so I sat there in disbelief,
listening to the scrunching of the leaves, ~~and~~
~~hearing~~ squawks of the bird and the whispers
which had ~~been~~ ^{had} me pinned against a fork
of a tree. // There was a moment of silence
the whispers stopped, leaves stop scrunching, ~~the~~ birds stopped
squawking, the branches ~~and~~ stop swaying ~~and~~ ~~then~~ ^{but}
the gigantic figure came back taunting me
with ~~its~~ ^a deadly presence. I decided to not
fear this figure and ~~in~~ ^{head} towards
it. ~~as~~ ^{my} ~~curiosity~~ ^{curiosity} took control of
~~me~~ ^{me} dragging myself to this ~~very~~ ^{isolated}
demon. I was getting closer and closer
until ~~at~~ ^{at} ~~last~~ ^{last} I ~~could~~ ^{could} see
through the thick mist ~~and~~ ^{and} a giant man dressed
in all black with a black cloak wrapped
around him slowly trembling dragging his
feet across the eroded ground. // Then in
half a second a massive white hand
reached out for me grasping for help
~~and~~ ~~then~~ ^{and} then the giant's
face ~~went~~ ^{went} pale and slowly sank
down into the muddy ground which



surrounded me leaving only his black
cloak behind resting peacefully under the
mimosa which sent bright yellow flowers
out into the air which changed this
dark, haunted forest into a beautiful
not unwelcoming, colourful park for ~~people~~
~~all that~~ people to enjoy and
all that disbelief ~~and~~ ~~the~~ ~~change~~ of
I had had now changed as the
air smelt fresh and I could finally
leave this nightmare behind.

Candidate 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:

Question 7:

accident
how did the character get in that situation
character is clearly uncertain fortunate

tension
isolation
fear but being forced to stay calm
not a lot of monologue, if any
every movement counts
hesitation
lack of time
quick short sentences to create tension
quick thinking, causing more distress

"I sat there in silence, unsure whether to stay or go - the fear was almost overpowering but I knew I had to act"

Write your answer to Section B here:

I sat there in silence. Unsure whether to stay or go - the fear was almost overpowering but I knew I had to act. That's what I had to do, right? I got myself into this situation, it was nobody's job but mine to save myself. My eyes scanned through the area, silently praying to all the Gods above for a clue. I didn't have long. I looked down at my once kind hands, that were now splattered in all shades of red, more than a human could ever imagine, and more than I ever wished to see. Although I never admitted it,

I was scared. Terrified, even. All respect I ever earned being washed away like a sand castle on a beach. Except instead of gentle waves it was a storm. A merciless, inhumane, raging storm filled with nothing but utter despair, washing away any hope I had left. //

I could feel my stomach twisting and turning, like a ^{vicious} snake battling with a flesh-eating centipede. The feeling I had crawled around me like a spider. Yet I stayed still, my mind screamed at me to do something but I was paralysed and unable to move. If I only knew this situation would end this way I would have done something different, prevent this from ever happening even in my nightmares. But the question I was always too afraid to ask myself was like an infestation in my mind; was I the bad guy? Was I the one to blame? I used to look at myself in the mirror thinking even ~~Aphrodite~~ ^{Aphrodite} herself would be jealous of her own ~~creation~~ ^{creation} but now I'd see nothing but a monster, ripped away from any humanity I had left within me. //

I couldn't bring myself to run, I couldn't bear the feeling of paranoia which followed me even to my grave. But I had to make things right, I know I'd be condemned to walk this earth ~~until~~ until the end of time if I didn't. It wasn't



an easy decision to make. I could feel my heart pounding against my chest like an animal pressed against a cage. //

I stood above the empty casket with a life-filled corpse still in my hands. I felt as if I just opened Pandora's box, indulging in the chaos around me but the feeling of fear was brazen in me. What happened, happened and that was something even a time machine couldn't fix. I never understood why people said 'don't let fear control you' I was never the one for emotions but now I understood perfectly. The things I've done terrified me, I think even Satan would stand impressed if he met the person who invented this sick feeling. //

I struggled to get any words ~~back~~ out, ~~I felt~~ ~~any words~~ I could think of felt like a butterfly stuck in a spiders web. After what felt like centuries of silence I managed to say a simple "I'm sorry."



Candidate 7

Chosen question number: Question 7 ☒

Question 8 ☐

Plan your answer to Section B here:

~~Prison, must~~, Gladiator
Damp cell Beast
Smell
taste
hear
touch
sight
DROP: medias-res
~~and~~
ZOOM:
SHIFT: WALKING OUT
~~SHIFT~~
LINK: back in the cell

Write your answer to Section B here:

I sat there in silence. Unsure whether to stay or go - the fear was almost overpowering, but I knew I had to act. I knew something was to happen as I sat in the holding cell anxiously waiting... waiting... waiting. For the click - clack of the bars to open and I'm to walk out ~~and~~ to entertain like an animal in



a zoo, a clown in a circus, an actor playing a dangerous role. The way people were prepared to enter the arena wasn't satisfactory to them. The overwhelming smell of death filled my nose, mouth and lungs. Rotting meat flung across the damp cell and the heat ~~paired with~~ amplifying it almost to a point where I had to shield myself from its deadly grasp. Subconsciously I was gnawing at a bone ~~as~~ like a rabid dog that slow repetitive movement sent me slowly off into a deep, deep, sleep.

~~sleep~~.

I awoke to the click-clack of the bars as always. ~~Stumbling~~ stumbling out into the blazing sun, which was hot enough to scold ~~my~~ skin, I opened my



Squinting eyes for a moment to
~~peer~~ peer at ~~the~~ surroundings.
~~The~~ The ringing in my ears was
justified by the roar of the
crowd and chanting of my
name. I had been here. Only
once before and intended to
leave with my life once more.
My senses sharpened almost at an
instant as I growled back
at the snarling black beast
horrifically bred to kill. ~~kill~~
Its yellow teeth flared encasing the
smell of 1000 corpses on its
breath. The boar-like creature's
eyes pierced my soul when it
charged. Horns raised. Horns
pounding the sandy ground.
This was it.

I awoke to the tick-tick
of the bars closing on my
fate. ~~the~~
Half-blind.
Half-dead.
Half-awake.



The pain was ~~not~~ unbearable I let out a hopeless ~~scream~~ scream when my wounds were touched. I knew where I was. In its den. The smell of rotting flesh overwhelmed me once more as I began to grab onto the idea that I would be eaten - alive, unlike the other people ~~filed~~ as deformed people ~~and~~ piled around me. The fear was almost overpowering, but I knew I had to act. I had to escape.



Candidate 8

- D- Hiding behind tree, mist all around, thunderstorm, grunts around me
- Z- Crow landing, large beak & claws, ringing sound
- S- Back in time with another person hearing some ringing, however this time a bear with the same features
- L- Back to ringing, beginning to run, crow flies off, hand over face, darkness

Write your answer to Section B here:

I sat there in silence. Unsure whether to stay or go - the fear was almost overpowering, but I knew I had to act. Frozen with ^{overwhelming} fear, I hesitated to move - BANG! A sudden flash of bright white lightning cut through the mist-enveloped woods, revealing something more sinister behind. I can't run yet. I can't run yet. I can't run yet. Piercing grunts made me uneasy, sending cold chills down my spine. The ^{cruel} mist began to move, thicker now and softly whispering my name - 'Jack...' 'Jack...' - I couldn't get away. Withered trees began to lower their branches, revealing their dark, charred features. Fragile twigs slowly



began to fall from above, softly creaking on the ^{crackling} leaves below. CRASH! More ^{blinding} flashes of white broke the inky sky above - until a crow appeared, except it wasn't a crow. Long, razor-like talons protruded its feet; its beak, larger, with the capacity to kill hung from its dark head; and wings, glistening in the moonlight, revealing crimson, sticky blood, dripping over the ground. Unexpected, jarring ringing ^{suddenly} enveloped my body, sending my limp body to the decaying ground below.

I could almost hear it - but where from? Quietly, softly, carefully, I approached the ^{sinister} sand, trying to understand what it was saying - 'Dove...' 'Dove...' There it was again! How - What - Ho - Help! Hel-. Screaming like a child, I frantically, quickly ^{angrily} ran. More ^{agitated} grunts, louder now rushed around me. ^{frantically} I pulled out my glove, set it off, only to reveal my worst nightmare. Painful ringing started again...

Creeping along the floor, trying not to make a sound, I ^{softly} ran towards a ^{crackling} rock. Burning smoke choked my lungs, spiraling me into an uncontrollable fit. Coarse cawing from above brought me back to my feet, only for me to realise there was a body: blood-stained gun in hand, ^{vile} innards ^{messily} covering the rock, and two fingers missing on his ^{ashy} worn right hand. CRACK! Fragile twigs snapped behind me, like bone being crunched upon. Dread overcome my frail mind and painful knocks attacked



my head. Blurred vision stopped me from seeing my ruthless attacker. Blank, dark, emptiness filled my ^{water}eyes. Sharp, pinky claws covered my face - and then - nothing...

Scraping along the floor, I felt the chill of cold metal around my senseless hands. Struggling as much as I could, my attacker silenced me again, without hesitation. A hole, with a blazing fire roaring like a lion, filled my vision. Bodies littered the ^{weeping}walls, and I could see my place, amongst the rest. Arms above my head, back against the jagged wall and feet pinned against the ground, all that was left was the lightning and the ^{hell}mist returned to take me again...