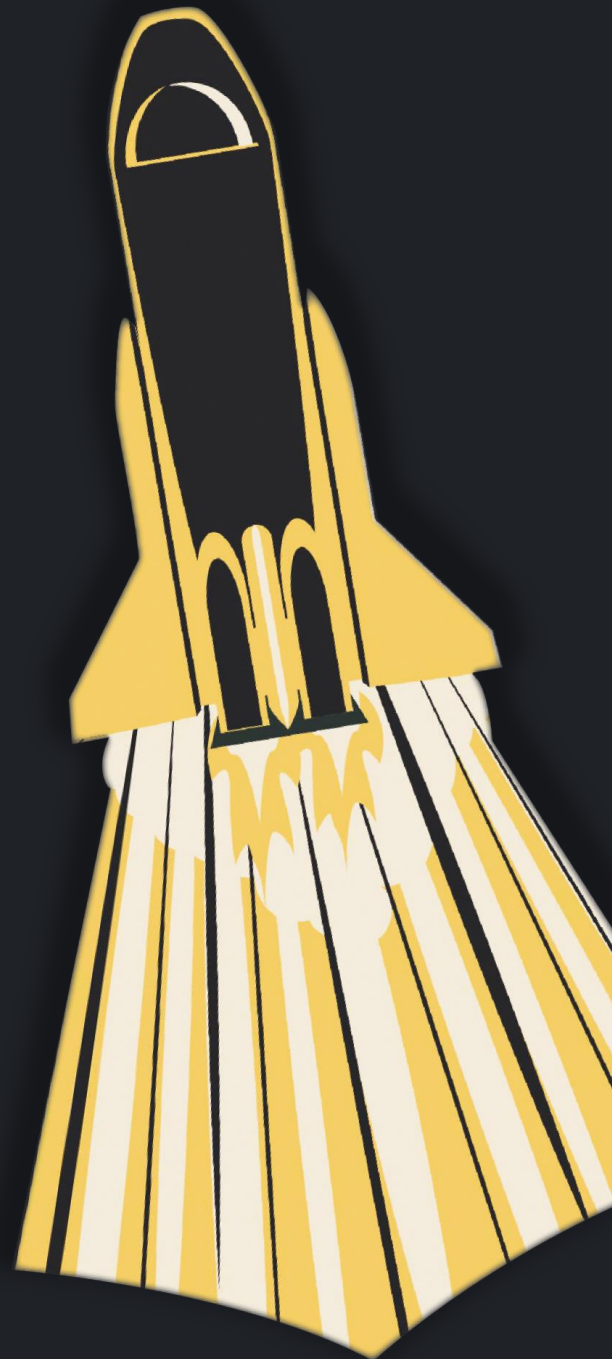


GCSE (9–1) English Language 2.0

1EN2 Paper 2
High level scripts
with commentaries

June 2022





Introduction

1EN2 Paper 2: Contemporary Texts

Following requests from teachers for exemplars of higher level scripts, this document contains three complete scripts from the Summer 2022 exam series.

These scripts include the marks and commentaries for each question.

[illegible]

SECTION A

Reading

You should spend about 1 hour and 10 minutes on this section.

Read Text 1 in the Source Booklet and answer Questions 1–2.

Write your answers in the spaces provided.

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

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

(Total for Question 1 = 1 mark) **1**

- 2 Read this extract.

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

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

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

Use examples from the extract and relevant subject terminology.

(6)

The writer repeatedly references a semantic field of hopelessness when describing his predicament, going as far to say that they have, "close to zero chances of success." This displays his disappointment towards how the race is playing out - he feels that there's no way they can win now, despite the intensity of his 'attack' earlier on. ~~He would no doubt~~ ~~begin~~ His performance would no doubt begin to falter due to this, with his motivation gone, ~~and being~~ ~~frustrated~~



P 7 2 5 9 8 A 0 2 2 4

~~nothing~~ and believing that his physical strain before ~~was~~ would, "probably be for nothing."

Furthermore, two intriguing abstract nouns feature ~~as~~ towards the end of the extract. "Put us out of our misery rather than prolonging the agony," is a highly successful phrase, suggesting that he already knows his fate here, and it won't end well; he'd prefer to just get it over with sooner rather than later, so he can at least relax a bit. His mindset here is extremely negative, and ~~the~~ "misery" and "agony" really amplify this, being powerful abstract nouns with unpleasant connotations.

Finally, adjectives are used to show that he is not only disappointed in himself but also angry. "I was furious with my impetuosity, angry for allowing my emotions to lead me," really emphasises the regret he is feeling, and quite frankly he believes his former self, from just a short time ago, acted stupidly, and now he must pay the price for it. The abstract noun, "impetuosity," likens it to an ignorant decision from a child, ~~as~~ not the way you'd expect ~~as~~ a successful cyclist to think. Overall, he feels extremely negatively about the race.

(Total for Question 2 = 6 marks) **6**

Read Text 2 in the Source Booklet and answer Questions 3–4.

Write your answers in the spaces provided.

3 Read this extract.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

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

By saying that, "the car was still out of control," the reader can tell that something is definitely wrong with it.

(Total for Question 3 = 1 mark) **1**

4 The writer presents an exciting event.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10) **8**

In the opening stretches of the extract the writer includes a colossal list of sensory imagery. "The flickering silver of olive groves," and, "the hot breath of the motor." ~~to name a few~~ are two of these incredibly detailed items, allowing the reader to put themselves directly into Clerfayt's shoes. The writer also describes the Italian countryside gloriously, making it seem beautiful and calm with its, "citrus orchards." And this



sharply juxtaposes the unfolding action, which is anything but calm. The list kicks off the extract very successfully, and draws the reader in.

Although there are long and descriptive sections like the one mentioned previously, the majority of the extract is in short sentences. Like the motor race it is describing, the pace is fast, which makes the structure fitting to describe such an action-packed event. This shortened sentence structure is most evident in, "in the next round, the car began to dance," since it is also a one sentence paragraph, drawing attention to this pivotal fact which will later change the course of the extract. The verb, "dance," is also an example of personification, owing to how delicate and rhythmic these cars are. A reader would enjoy this short and

~~the~~ snappy structure, revelling in the action it details. ~~leading on from the text~~ Furthermore, the writer's use of nouns and pronouns is interesting. They consistently refer to the drivers by their full names, "Verfayt," and "Dural," which creates this element of competition between them. And they are never referred to as, "they," which alludes to a distance between them - ~~they~~ they are rivals fighting against each other, not to be described as one group but two contrasting individuals. A reader would enjoy this competition, most likely siding with the subject of the extract.



Clérfaht, and yearning for him to succeed.

(Total for Question 4 = 10 marks) **8**



Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

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

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

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

(6)

In both extracts, the subjects are elite athletes pushing to the maximum. In Text 1, the narrator, David Millar, is a cyclist ~~who is taking on "a lone attack,"~~ who is taking on "a lone attack," to attempt to win the race. In Text 2, ~~the~~ Clerfayt is a racing driver attempting to overtake his rival, and, "bit by bit, he gained ground." Both subjects want to succeed in their sports.

Both are competing in challenging environments. For Clerfayt in Text 2, his car, "began to dance," and was difficult to control on the curves. Text 1's conditions are challenging due to weather, shown by, "the slippery Catalan coastal roads." Both are ~~also~~ in sub-optimal situations for their sports.

Both ~~the~~ athletes have changes in mindset as the extract progresses. David Millar, "began to feel replenished," at the end of Text 1, while in ~~the~~ Text 2, Clerfayt ~~begins~~, "fought it with the steering wheel," showing the intense pressure on him. Both had shifts in success towards the ends of their respective extracts.



(Total for Question 5 = 6 marks) **6**



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

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

Both texts present their respective races as a sort of battle, ~~with~~ needing, "utter conviction," as Text 1 states. However, the battles are between differing entities. In Text 2, the main ~~conflict~~ conflict is clearly between Clerfayt and Duval, with the former chasing the latter. This is evident in ~~their~~ repetitive comments like, "it had to be Duval," - Clerfayt's sole aim is to beat his rival, and this comes to a climax when ~~the~~ changing of positions ~~he~~ does eventually happen between them. However, in Text 1, Millar is obviously racing against his rivals, but the focus is on his thoughts. At first, he is fighting against his body, wanting to go faster and faster. But then, his mind is infiltrated by negativity and he loses motivation, "our efforts would probably be for nothing," is an example of this. Both of them feel the competition in their races, but ~~and~~ the competitive elements are in different areas.

~~and~~ In addition, both athletes undergo changes in fortune throughout the race. Millar's disappointment eventually melts away into newfound confidence, stating that he, "began to feel replenished," and was, "buoyed



by optimism." His state of mind has completely flipped, returning to the motivated rider he was at the start, so the narrative is roughly circulative. In Text 2, Alerfayt's state shifts differently, from gaining and gaining on Dural, the euphoria at passing him, and finally reaching a state of dread at the end, knowing that "seemed impossible to avoid them." His narrative is not as circulative but it shows the highs and lows of his race, alike to Text 1, in a chronological structure. Both of them certainly had eventful races.

Their views of what is around them also differ, evident by the differences in description. Millar in Text 1 is always focusing on his competitors and the race itself, barely mentioning the, "Catalan coastal roads," which will ~~not~~ have surely been beautiful. Contrastingly, Text 2 has masses of imagery, painting a mental picture of this glorious region of Italy. Apart from Dural, no other competitors are mentioned, so this battle and the scenery are all that the writer views as key to the story. ~~The, however, is~~ Both texts go about description in different ways depending on their view of what is relevant, despite having similar perspectives as athletes in a race, and this comparison is interesting.



(Total for Question 6 = 16 marks) **16**

TOTAL FOR SECTION A = 40 MARKS



SECTION B

Writing

Answer ONE question in this section. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

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

'This was my moment.'

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

(Total for Question 7 = 40 marks)

OR

***8** Write about a time when you, or someone you know, took part in a competition.

Your response could be real or imagined.

You **may** wish to base your response on one of the images on page 15 or use any ideas of your own.

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

(Total for Question 8 = 40 marks)

BEGIN YOUR ANSWER ON PAGE 16





(Image credit: PAL)



(Image credit: PAL)

Indicate which question you are answering by marking a cross ☒. 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 ☒

23 AO5

14 AO6

Plan your answer to Section B here:

competition

- Roland-Garros
 - final - 'rookie' vs 'master'
 - first final - nervous, excited
- before start - handshakes - ^{hands} shaking already
- start of match - ^{was} focus on serving
- flash forward - on and on and on
 - terrific battle
- wins - euphoria

Write your answer to Section B here:

Racket in hand, Duncan strode towards the court, ~~barely able to contain~~ attempting (and failing) to appear calm. This was his first Grand Slam final, ~~after~~ after all: a ~~few nervous~~ ^{bit of nervous energy} could be forgiven. He ~~looked eyes~~ ^{met} his opponent, expecting to see glanced at his opponent, expecting to be met with an icy glare, but instead a sly grin was visible. It was fair to say that Duncan wasn't the favourite for this match, the crowd shrieking ~~at~~ Federer's name, but that only fuelled his determination.



(although the deafening atmosphere ^{only} ~~only~~ ^{did amplify} ~~amplified~~ his fears a touch). ~~Then~~ They approached the net, - never mind ~~the~~ ^a handshakes, Duncan's fingers were trembling already. ~~Good luck~~ "G-good luck," he stammered, and his comment was met with yet another smirk.

"Same to you - think you'll need it," was the snarky reply, and Duncan's cheeks flared ~~red~~ with red. He yearned to wipe that smile off his face - if only ^{Federer} ~~wasn't~~ the world number 1...

Duncan grabbed a tennis ball, the familiar lime material calming him; ~~then~~ it was just a game of tennis, something he excelled at, ^{surely} ~~but~~ it couldn't go too badly. The match commenced, and he prepared to serve, striking the ball with as much power as he could muster and praying for it to land before - "Out." Not the best of starts. He ~~served~~ served again, (thank god for second serves) and Federer returned the ball this time, a soaring shot that caused Duncan to leap across the court, reaching it in the nick of time to continue the rally. No longer on the back foot, ~~but~~ there seemed to be a magnet ~~in~~ in his racket, luring the ball towards it again and again. A cleverly-placed drop shot, Federer ~~grasped~~ bolted towards the net, but to no avail.

"Fifteen to love," declared the referee, to Duncan's delight. He was ahead!



For hours on end, rally upon rally was played. Much to the audience's surprise (and glee - everyone loves an underdog), Duncan was holding his own against the mighty Federer, ~~with~~ the two having claimed two sets apiece. ~~Red clay~~ Red clay obscured their ~~pre~~ previously white attire, and sweat ~~was~~ turned from beads to rivers running down their faces in the stifling French heat. At last, with six games each, a tiebreaker began, a showdown for a coveted Grand Slam title. The duo traded points evenly matched at first. But in a burst of inspiration, ~~somehow~~ clutching ~~on~~ at some ~~or~~ renewed store of energy, Duncan took control. ~~He was~~ A break point was his, and now all he had to do was register the next point for the title to be his. Throwing the ball high above him, he readied his racket: the ball was a rocket, flying down the court, over the net, onto the clay... and past Federer, to score an ace for the match, and championship, point.

~~He~~ Duncan remained still for a second, not quite able to comprehend what he'd just done. And then euphoria took over. He fell to his knees, tears already welling up as an overwhelming sense of relief filled his body. A tap on his shoulder ~~awoke him from~~ ^{startled} him at first, but the conversation that was to follow shocked him even ^{more} ~~more~~.



"Well done kid, you deserved that!" Federer murmured sheepishly, as close to an apology as he could muster.

Duncan embraced him in both awe and comfort, still in disbelief that he'd even met such a legend, let alone actually beaten him in a tennis match. If there ^{were} ~~was~~ such thing as a perfect day, nothing could eclipse this one.

The following hours were a blur of interviews, ~~congratulations~~ hugs, and at last, a glistening silver trophy. Duncan refused to let go of it, ~~an~~ almost scared that it wasn't ~~really~~ real, such was his surprise. This competition was certainly an unforgettable one.



TOTAL FOR SECTION B = 40 MARKS **37**
TOTAL FOR PAPER = 80 MARKS



P 7 2 5 9 8 A 0 2 1 2 4

S2



Pearson Edexcel Level 1/ Level 2 GCSE (9-1)

Time 1 hour 55 minutes

Paper
reference

1EN2/02

English Language 2.0

PAPER 2: Contemporary Texts

You must have:

Source Booklet (enclosed)

Total Marks

76

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour and 10 minutes on Section A.
- You should spend about 45 minutes on Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk (*)** are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P72598A

©2022 Pearson Education Ltd.

Q:1/1/1/1/1/1/1/1




Pearson

SECTION A

Reading

You should spend about 1 hour and 10 minutes on this section.

Read Text 1 in the Source Booklet and answer Questions 1–2.

Write your answers in the spaces provided.

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

Changed up through the gears.

(Total for Question 1 = 1 mark)

1

- 2 Read this extract.

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

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

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

Use examples from the extract and relevant subject terminology.

(6)

The writer uses a wide variety of language techniques to display their negative feelings, most prominently perhaps being anger. They use strong and hyperbolic adjectives ~~the~~ to emphasise the extent of their anger; "I was furious... hopeless situation." They display the enormity of their anger, and the listing of adjectives throughout further emphasises the sheer size of their emotions, highlighting to the reader what a hopeless situation they have found themselves in, and displaying their negative emotions with a huge amount of success. →



Secondly, the writer uses assonance and alliteration to emphasise the emotions that they are feeling; in this case to suggest how the poor weather negatively affects their performance; "... Slippery ... prolonging the agony." the use of the 'P' ~~and~~ alliteration displays their pain, and emphasises the intensity and urgency of the situation, ~~with~~ which emphasising certain feelings and emotions, specifically agony. The use of the plosive alliteration highlights the strong emotions the reader experiences, whilst building tension and suspense at the same time, rendering the extract far more powerful and memorable, and keeping the reader interested and engaged. The writer uses alliteration throughout, with not only plosives, but sibilance and 'ce' alliteration too, giving the extract ~~finally the writer~~ a very interesting and enticing feel.

Finally, the writer uses a plethora of repetition to portray and further emphasise their emotions of anger, fear and worry; "I prayed... missing..." the repetition of 'us' and 'I' throughout the extract displays that the writer is not only fearful for himself, but ~~is~~ feels partially responsible for the safety and torment of others; they highlight that they are not the only one braving these dire conditions, and ~~therefore~~ thus are praying for not only their misery to end, but others too, emphasising the sheer cruelty of the conditions, ~~which~~ ~~then~~ it adds to the suspense of the extract, and displays to the reader that the writer ~~also~~ shares their emotions with others and the conditions are so bad that everyone is feeling the same way, displaying the writer's emotions as hugely powerful and serious.

* They further emphasise the tension of the experience, by using hyperbolic language; "the world were watching," highlighting to the reader ~~the~~ **Total for Question 2 = 6 marks** 6 much pressure the writer is under.

Read Text 2 in the Source Booklet and answer Questions 3–4.

Write your answers in the spaces provided.

3 Read this extract.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

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

'The car was still out of control' - the writer no longer has control of the vehicle and is in huge danger.

(Total for Question 3 = 1 mark) **1**

4 The writer presents an exciting event.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

The writer interestingly engages the reader with a huge amount of success; they create a strong sense of tension, and build the suspense until the highly climactic end.

Most The writer creates this strong sense of tension, and build up of suspense, through an array of techniques with the most prominent, and initial technique being the relentless use of alliteration; "Cereful, Clerfayt... blazing blue... dual and Duvello" The use of alliteration emphasises and



illuminates the text, enticing the reader and engaging their interest, it gives a poetic feel to the extracts, ~~and~~ aiding the rest of the text in the effort of ~~it~~ summoning the reader, leaving them thirsty for more. It also allows for a more vivid description; emphasising the dustiness of the roads, and the blueness of the sky, whilst also emphasising the intensity of the situation, giving the text a fast pace correlating to the fast pace of the action on race.

Secondly, the writer uses huge amounts of repetition to engage and interest the reader, as it ~~and~~ emphasises points that have been made, to ~~a~~ a greater extent, and adds to the sense of urgency in the text; the repetition of 'clust' and 'curves' provides vivid imagery and description of the environment, allowing the reader to really visualise what the writer describes, giving them a much more intense experience when reading the text, which both interests and engages a reader. Similarly, the writer uses the repetition of 'shifting' to highlight the other character actions, adding to the fast pace of the text, as it allows the reader to visualise the characters actions, and how fast ~~and~~ with such great intensity they move, leaving the text hugely interesting and captivating for the reader.

Furthermore, the writer adds to the fast pace of the text by using a stark contrast of sentence and paragraph lengths, giving the text a quick rhythm that flows beautifully, maintaining the reader's interest and presenting a piece of text that is both satisfying and exciting to read. The use of short sentences and paragraphs also adds to the tension, as it produces a more suspenseful read, and provides sharper, snappier sentences, thus providing the sharpness



required to portray such an intense action or emotion." In the next round, the car began to dance." The writer almost personifies the car, and creates an imagery of elegance and poise, a character truly in their element, which contrasts hugely to the rest of the text, as it highlights slows down the reader, giving them time to absorb the words and further appreciate them. "Bit by bit he gained ground... Duvul." The short paragraph emphasises the speed of the car and the scene, ~~or~~ ironically, as it mentions a time frame being that ten minutes have passed, in simply a few words, which displays how truly fast-paced and intense the entire race is, emphasising how fast everything is moving, even time itself. This provides excellent imagery to the reader, captivating them, and of grasping their interest.

Similarly the writer uses other such techniques, such as zoomorphism ~~and~~ to engage the reader; "a spiderlike insect: a car." This ~~properly~~ presents a horror aspect, as it relates the car to an insect, specifically a spider which is associated with horror and darkness, presenting this car as villainous, the likely antagonist. It also displays the speed and effectiveness of the car, by relating it to a spider. It implies that the car is crawling, moving with such enormous speed, adding to the intensity and suspense, and further enticing and engaging the reader.

Finally, the writer uses techniques such as a tri-colon to engage the reader; "flowers, greenest and the sea." as well as of comfort writing, with great description and scrutinising detail, adding to the vivid imagery of the extract, and engaging the reader as it allows them to imagine the scene unfolding before them.

(Total for Question 4 = 10 marks)

10



Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

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

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

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

16

Firstly, the extracts are similar, because they both describe a race, as a hugely intense one as that. They both seek to create an air of tension and suspense, through techniques such as alliteration and more, they both use ~~also~~ massive amounts of alliteration, giving them both a fast-paced and exciting description, in text one, the writer uses alliteration to highlight the significance and enormity of their feelings, "prayed the peleron...prolonging the agony." The prosaic and 'g' alliteration/assonance emphasises the writer's emotions. Similarly, text 2 uses alliteration to emphasise emotions and highlight the intensity of the scene, "careful, clasp...clutch and Duval." The use of alliteration in text 2, directly correlates to the use of it in text one, as it adds to the significance of the intensity and the emotions that the character feels.

Secondly, ~~for~~ both texts are similar in the sense that they are not alone, in text one the writer is being watched by 'the world' and is bringing the treacherous conversations alongside others, in text 2, slightly emphasising the character as is expressing their emotions about their opponents and although not relating their emotions as text one does, it still shows the similarity that both are describing emotions connecting to their opponents. The two texts are similar in their content, being that N is a race with opponents, and there is a sense



A high intensity; in text one, the writer highlights how strong the competitors are "only two other riders... broke free." and in text two "he recognised the car... Duval." both texts highlight that they are racing against very able backed opponents, and beating them would be a massive feat, relating both texts and emphasising their similarities.

Finally, both texts are similar in their structure, despite being written in different persons, they both contain long and short contrasting sentence lengths, with massive amounts of description and imagery in both. In text one; "so we have to plough on... hopeless situation." and similarly in text two; "In the next round... with flies." The contrasting sentence lengths in both, both have the same purpose of providing the text with pace, and description.

(Total for Question 5 = 6 marks)

6



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

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

Both texts provide huge amounts of insight into the races mixed with such vivid description that it enables the reader to understand the characters' feelings to such an enormous extent. The two texts share a multitude of similarities and differences, which I will seek to evaluate now.

Firstly, and foremostly, one must note the initial differences of the text, being that text one is non-fiction, from an autobiography, and text two is fiction from a novel, so inevitably they have very different structures as a result of the difference in form. Text one is written as a direct account, with all references to the character as 'I', so the character is the writer, describing a real experience, however in text two, the character is referred to as 'he', and is much less direct, and possibly less trustworthy as a factual piece of information, as it is not from a personal experience.

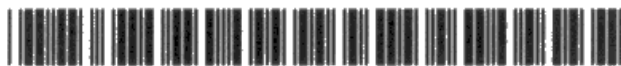
Secondly, and similarly, both texts differ in their nature, not so much the nature of their purpose, but of their audience and content. Text A is a piece about a cycling race, and it takes place in a rainy, dreary condition, "the slippery Catalan roads." However text two takes place in Italy as opposed to Spain, and the conditions are described as "the blue forest."



city, ~~and~~ and dust over more dust." also, text one describes a cycling race, and text two a motor race, highlighting their greatest difference, being that they both target different audiences, with text one likely targeting fans of David Milner and those with an interest for cycling, and text two targeting people that are interested in cars, and action writing.

However, both texts also share a plethora of similarities; firstly, they both have a sort of connection to pathetic fallacy, despite text one being an autobiography and non fiction, one could argue that details of the weather were exaggerated, using hyperbolic language to provide a more detailed and vivid description, that captivated the reader; "the rain started to fall more heavily... feel replenished." This text shows some hint of pathetic fallacy because as the rain gains strength and intensified, so does the writer. Similarly, in text two, there is a hint of pathetic fallacy, because the weather is warm and 'dusty', whilst the character is driving a car, with reference to the 'hot breath of the motor,' and ~~and~~ feelings of intense heat and stress are highlighted within the character, linking their emotions to the surroundings and stress of the situation, as is done in text one.

Furthermore, ~~the~~ both texts include a sort of turning point for the characters, where things appear to look up, and victory appears attainable, in text one, despite struggling and wishing to give up, the writer powers through and begins to feel 'replenished', and in text two, before the catastrophic event, the character appears to overtake his opponents and victory seems achievable, ~~the~~ once Cleryntr struggled initially, and was losing, as David Milner had been, but they both pulled through and success appeared within on the



On the other hand, there are many other differences that ought to be accounted for, for example the relation of the characters to their opponents. In text one, David refers constantly to 'us' and 'our', relating the emotions of him and the other competitors, showing that there is less of an air of bad feelings and hatred between them, with some even behaving as if there is a sense of togetherness, despite all of them competing against one another; "they would take a breather... talk tactics." Not only does this highlight the camaraderie of the cyclists, but it emphasises the sheer amount of competitors, even how they all share an awareness of one another, with the writer even noting the reverence of his competitors' skills. Very much differently, text two uses techniques such as zoomorphism and repetition to draw a picture that the competitor is an enemy, and it highlights a sense of bad blood between them; "spiderlike insect, in car." and "David took it wide... of the curve." Text two appears to be a lot more of a dirty race, with plotting and scheming that sought the demise of the other racers; highlighting one of the most prominent differences that text two is less about teamwork, even if they were in a team, and shows the competitors as far more egotistical than text one.

In conclusion, both texts display a multitude of similarities and differences in both their nature, contents and more. Text one provides a detailed and vivid description, supported by the idea of togetherness, whilst text two hints at schemes and plots to secure success.



(Total for Question 6 = 16 marks) **14**

TOTAL FOR SECTION A = 40 MARKS



SECTION B

Writing

Answer ONE question in this section. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

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

'This was my moment.'

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

(Total for Question 7 = 40 marks)

OR

***8** Write about a time when you, or someone you know, took part in a competition.

Your response could be real or imagined.

You **may** wish to base your response on one of the images on page 15 or use any ideas of your own.

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

(Total for Question 8 = 40 marks)

BEGIN YOUR ANSWER ON PAGE 16





(Image credit: PAL)



(Image credit: PAL)

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 ☒

23 AO5

15 AO6

Plan your answer to Section B here:

Write your answer to Section B here:

"This was my moment," the blood dripped from my leg, and the searing pain that had been methodically masked by my adrenaline reared its ugly, unforgiving head. I pushed on the rusty and worn gates, their hinges groaning and complaining in silent screams. The weight of my life's trauma I had suffered weighed heavily on my mind, and preparing myself for a battle I knew I was likely to lose, I clasped my leg, wet with the scarlet ~~reference~~ blood that continued to pour from my wound, and I buried my worries, as I have done so many times before. I pushed and buried and possessed all my emotions, begging them



to not contribute to my demise. This was my moment, and ~~Wanda~~ I'd be damned if I let my emotions hold me back again. I ran.

The biting pain of my wounds clawed at my insides, threatening to wrench and grasp my stomach until I vomited again. No. I didn't have time for anything that might delay my escape, anything that might delay my last shot of freedom. A white door appeared as I rounded the next corner, and I couldn't shake ~~this~~ it shone and glowed, ~~beckoning~~ beckoning me, comforting me, freedom was so very near and the hope of survival stood before me in the form of a white door, with gleeful bronze hinges, and a handle that held shadows of the sick and twisted people who used it everyday.

My knees felt weak, and tears threatened to erupt. For so many years I had sought to escape this nightmare, sought to escape the monotonous and cruel routine they forced me to ~~live~~ suffer in for the rest of my days. I would be a slave no longer, a game for the rich and a mere target in their sick plays for fun. My heart felt light, from the ~~loss~~ ^{loss} of blood or perhaps the realisation of the situation I did not know. Nor did I particularly care.

The handle felt wrong in my hand, its ~~for~~ presence was daunting, and it was as if it rejected the mere idea of my contact, but I persisted. Sweat and perspiration dripped and clumped on my forehead. Labored and heavy breathing pounded in my head and in my heart. The drip, drip, drip of my blood on the floor reminded me of the need to escape. I pushed, praying that my will alone might open this door.



The Click of a lock rang in my ears, like a laugh, a cruel and taunting chuckle at my stupidity. I rattled the handle and my heart sank further and further. It was locked. Cameras flickered back to life, and lamps exploded in rays of colour and light.

I dropped to my knees. I was a fool.

Alarms rang loud and daunting, all around me. I ~~couldn't~~ didn't care any more. The biting, scratching, burning pain in my leg faded, as my entire blood supply poured onto the white floors. As my eyes blurred, a mixture of tears and unconsciousness.

Footsteps. Shouts. Pain.

Hands grabbing and wrenching at my shoulders. 'You stupid, stupid girl.'
He roared at me.

The lights dimmed, and I closed my eyes, surrendering to my fate.



TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

38



P 7 2 5 9 8 A 0 2 1 2 4



ND081722316

S3**Pearson Edexcel Level 1/ Level 2 GCSE (9-1)**

Time 1 hour 55 minutes

Paper
reference**1EN2/02****English Language 2.0****PAPER 2: Contemporary Texts****You must have:**

Source Booklet (enclosed)

Total Marks

77**Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour and 10 minutes on Section A.
- You should spend about 45 minutes on Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P72598A

©2022 Pearson Education Ltd.

Q:1/1/1/1/1/1/1/



P 7 2 5 9 8 A 0 1 2 4

**Pearson**

SECTION A

Reading

You should spend about 1 hour and 10 minutes on this section.

Read Text 1 in the Source Booklet and answer Questions 1–2.

Write your answers in the spaces provided.

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

He switched into 'time trial mode' in an attempt to be faster to get ahead from them

controlling his power

(Total for Question 1 = 1 mark) **1**

- 2 Read this extract.

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

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

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

Use examples from the extract and relevant subject terminology.

- 1-active verb ✓
- 2-abstract ✓
- 3-fact
- 4-panic (6)

One way the writer uses language to show his negative feelings is in the contrast in active verbs. Initially he is in control of his cycling. The verb has connotations of being perfect so David is clearly a perfectionist so he is hopeless when the rain falls. This idea is juxtaposed when David's use of verbs switch to 'prayed' which has



religious connotations and therefore his feelings on himself are so negative he feels that ~~the~~ only an unearthing can assist him.

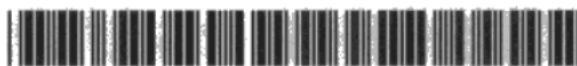
Another way ~~is~~ is in the ~~also~~ abstract nouns 'furious' and 'angry'. Therefore his temper is worsening since his emotions are very radical and negative towards himself and the situation.

Another way he ~~has~~ uses language is in ~~use~~ his pessimistic statistical ideas on the reality of succeeding as 'close to zero'. Therefore ~~the~~ ^{presented as} David's emotions were negative since he cannot overcome a 'zero' chance unless there is a new found super strength that he finds since ~~in~~ the situation is so difficult.

Another way is in the use of the personal pronoun 'I' which makes the text more intimate and ~~highly~~ authenticates David's negative feelings since it is his personal experience.

Another ~~final~~ way is in the pathetic fallacy of 'rain' which creates a dreary atmosphere and enforces how ~~difficult~~ ^{much} the rain negatively impacts him.

A final way is in the allusion and alliteration of 'catalan coastal'. This is easily understandable to the reader so they can immediately assume that failure evokes negative feelings. (Total for Question 2 = 6 marks) 6 ^{the cycle}



Read Text 2 in the Source Booklet and answer Questions 3–4.

Write your answers in the spaces provided.

3 Read this extract.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

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

~~'He fought with the car' & 'the car was out of control' so~~
Clerfayt could not choose where to go so can end up anywhere and injured so he is in trouble.

(Total for Question 3 = 1 mark) **1**

4 The writer presents an exciting event.

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

You should include:

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

- 1 - short sen ✓
- 2 - person x2
- 3 - embedded ✓
- 4 - colour - all ✓
- 5 - sentence ✓
- 6 - repeat ✓
- 7 - metaphor ✓
- 8 - effect verb context ✓
- 9 - short sentence → impossible ✓

Use examples from the whole text and relevant subject terminology.

(10)

One way the reader is immediately immersed is in the opening sentence being short, only four words long which hooks the reader since they are unsure if the 'car roared off' is beneficial to Clerfayt winning the race or if the car is out of 'control' which further forebodes later in the text. The ^{anthropomorphism} of the 'car' 'roaring' gives the car a lively characteristic since like a person and makes



the reader to understand how desperate Cleggy is to win. This is also reiterated ^{in the personification} when 'the car began to dance'. This emphasises how euphoric Cleggy would feel if he won which informs the reader of his ambitions and engages their minds.

Another structural device used is the ~~text~~ embedded clause 'Cleggy thought' which adds extra detail to intensify ^{and confirm} Cleggy's emotions. It also evokes pathos since Cleggy's internal dialogue alludes to his goal of winning against his main competitor, Durai.

Another linguistic technique used is the alliteration of 'blazing blue'. The main weather seems heavenly and perfect for Cleggy whilst drawing the reader's attention to how this affects him, the connotations of 'blue' are peaceful which informs the reader of Cleggy's confidence. The ~~author~~ also Cleggy and his 'whiteness' which has connotations of heavenly ideas which adds to the apprehension since it foreshadows the end of the text.

Another way the reader is immersed into it in the varied sentence structure. The simple sentence 'the stretch climbed on for four hundred yards' is followed by a more complex ^{sentence} structure ^{composed} of 10/15.



which alters the pace the reader reads it at and adds to their repitition. The long sentence makes the reader feel immersed in the long extent of the journey, also. This is also achieved in the repetition of 'shifting, shifting' where ^{the reader is informed that} Clerpuyt is getting increasingly slower since everything seems repetitive and he is engaged since he is so much closer to winning.

Another linguistic technique used is in the active verbs to emphasise Clerpuyt's determination to win which intensifies the event's excitement. The powerful verbs 'saw', 'win' and 'fight' present Clerpuyt as a fighter which informs the reader of the physical lengths he will go to to 'win'.

A final way the reader is engaged is in the juxtaposing way the text begins and ends. The text begins with tranquil imagery and Clerpuyt reminding himself ^{with words} to 'be careful'. However, conversely it ends with surprising adjectives such as 'swelled' which were impossible to avoid. Which are more violent. The text ending is not happy since the people metaphorically 'became giants' so with 'impossible to avoid' so it ends with death. ^{this change immerses the reader whilst informing what happens next}

(Total for Question 4 = 10 marks)

10



Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

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

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

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

1-racing
2-weather
3-emotions

(6)

One way they are similar is that in both texts the speaker is racing ^{against} their competitors. In Text 1 David felt that against their 'odds' he had an 'almost zero' chance of success. Whilst in Text 2 the car he recognised had to be David, who is his 'main competition'. Another way their experiences are similar is the weather affected both of their experiences. In Text 1 it was the 'rain' and in Text 2 the 'blazing blue sky' made it easy to see David. Therefore both experiences were altered due to the ~~weather~~ ^{weather}. A third similarity is that in both experiences, both competitors experienced strong emotions that they were transparent about. In Text 1 David was 'furious' and 'angry' since he



was so determined to 'win' ~~that~~ and
in text 2, Clorfayt felt 'leave'
since he did not want Duvet to
over take him since he too was
desperate to 'win' also.

(Total for Question 5 = 6 marks)

6



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

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

One similarity is that in ~~both~~ both texts, the person feels proud of themselves since they both use statistical facts to prove how demanding the ~~competi~~ competition was or was going to be. In text 1, Mr David was '30 kilometres from Barcelona' and in text 2 the 'stretch climbed for four hundred yards'. Therefore both people are aware of the distance to travel to win. However from this Mr David's journey seems much more challenging since '30 kilometres' is much further than 'four hundred yards'. However both people use the allusion of the place that they are in so the reader can easily comprehend ~~the~~ and know the struggling journey. In text 1, ^{David} ~~he~~ is in 'Catalan' going to 'Barcelona' whilst Duval is in 'Polizzi'. Therefore both texts are similar in the ~~diff~~ challenging landscape.

Another similarity is both people are affected by the weather.

Sim: 1- describe
2- we can
3- describe
4- someone
verb emotion
Dif: 1- Dispute
2- Bike v motor
3- end



P 7 2 5 9 8 A 0 9 2 4

Which intensifies their difficulties. ~~For~~
For example in text 1 the rain 'poured
'more heavily than it had all day'
which presents David's journey as even
more difficult since the rain makes
the road more 'slippery' <sup>mean: might
may lose</sup> and could
cause illness too. Similarly the weather
effects ^{let Cleypa's} ~~David's~~ competition ~~is~~
as seen in the annotation of 'blazing
blue sky'. However this makes his
competition seem much easier since the
'blue sky' makes it easier to see
his competitor, Duval. Therefore weather is
used in both texts but to convey
different attitudes.

Another similarity is seen in
how desperate both are to win.
This can be seen in the action
verbs that both writers used to
show their determination. In text
1 he was 'committed' and 'plunged
on regardless of his enemy'
and in text 2 he 'cleared
'fought' to win. Also this is
observed through their emotion.
In text 1 David is 'furious'



and 'angry' but does not give up and in
 text 2 the abstract noun 'sense' is used to
 convey his fear of losing. neither both
 people ideas to winning or that
 giving up is not an option. This is
 also reiterated through the physical
 pain that they were both in. In text 1
 David 'overruled' his 'body screaming'
 at him to stop. and in text 2
 he did not stop despite hearing
 his shoulder. however this could possibly
 be because he couldn't since his car
 was out of control. nevertheless, ^{from} both of
 their perspectives ^{it is clear that they} are determined to win.
 A final similarity can be seen
 in the ^{varying} ~~varying~~ sentence structure
 used in both texts to create
 anticipation for the unknown.
 In the both texts a complex
 structure follows a simple structure.
 however text 2 began
 simply with 'the car roared
 off' whilst David's text jumped
 straight into the action as he was
 involved in his journey.
 One difference is that text



1 is written from the first person narrative with personal pronouns such as 'I' which makes the text more intimate and unbiased whilst text 2 is ~~written in the first person~~ based on David's personal experience whilst text 2 is written in the third person narrative with the characteronym of 'Clertayn' to create an unbiased and entertaining story.

Another difference is in their race. David in text 1 is racing on a 'bike' or 'cycling' which is much more physically demanding since he had to 'balance' his bike whilst in text 2, 'Clertayn' is in a motor race which is mainly down to skill and control not being physically in shape. This is since a 'car' does not require much physical effort to move. A final difference is in the change of ~~tone~~ tone from

(Total for Question 6 = 16 marks) **16**

TOTAL FOR SECTION A = 40 MARKS

(P.T.O. for additional answer sheets)



Question
Number

6

the beginning where both competitors
are inspired as seen in text 1
"there are no half efforts" so
David is prepared to give it his
all and text 2 starts similarly
with Cleary as reminding
himself to be 'careful' but in
mood "upset by the ^{blazing} heat
shy". However text 1 ends
with a positive atmosphere
since David experiences rapture
since he feels 'replenished' which
connotes ideas of a new outlook
and new beginnings. whereas
text 2 ends with violent
~~the~~ hyperbolic imagery since
people are metaphorically becoming
'giants' as he gets closer to
them and is unable to stop.
'The number of people tripled'
which implies that due to

Turn over ►

Cliffhanger's best effort to win the
race many people may wrongly
end up injured or death.
Therefore the endings of
each texts are the antithesis
of each other.

SECTION B

Writing

Answer **ONE** question in this section. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

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

'This was my moment.'

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

(Total for Question 7 = 40 marks)

OR

***8** Write about a time when you, or someone you know, took part in a competition.

Your response could be real or imagined.

You **may** wish to base your response on one of the images on page 15 or use any ideas of your own.

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

(Total for Question 8 = 40 marks)

BEGIN YOUR ANSWER ON PAGE 16





(Image credit: PAL)



(Image credit: PAL)

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 ☒

22 AO5

15 AO6

Plan your answer to Section B here:

- 1 - This was my moment ^{of simile}
 - 2 - How did you feel ^{metaphor}
 - 3 - Revulsion ^{of punishment}
 - 4 - steel down a steel, porcelain, smell ^{of alcohol}
at combust
 - 5 - you felt revulsed - hostile ^{polymer}
 - 6 - A vexed question, never
comparable, ??
 - 7 - yes, pleased, zen in responsibility
compatibly ^{-aggression}
 - 8 - last th... in cerebrum, it came
evoked a primal fight or - a
massive flood shot through like
deep deeply all
- LAST - ghastly gael

Write your answer to Section B here:

This was my moment.

"Revulsion!"

I glanced down at the frigid, smooth, steel handcuffs restraining my wrists that were throbbing against my porcelain skin. It felt like a thousand little worm men with a



let plethora of axes were attempting
to ~~on~~ slice me open and reveal
what I'm hiding. ~~Although~~ The musty
smell of old burnt ~~data~~ ~~on~~ cigarettes
and ~~the~~ ^{me} damp carpet was almost
overpowering. It really encapsulated
the dreary, dull atmosphere and
in a strange way reminded me
of home. Although mortified, I
was fixated on my irregular
~~heart beat~~ ~~&~~ heart beat ^{pounding} in my
ribcage since it felt ~~that~~ ^{like} it may ~~spontaneously~~
spontaneously combust at any moment.

"You felt exposed?" her lawyer quizzed
me with her hostile tone. Her icy
liquid eyes were not very sympathetic
and ~~it was as if~~ I could sense them
desperately trying to annihilate me.

A vexed question, I had never
been comfortable with answering
^{personal} questions not since a young age, I
suppose being shy, secluded
and solitary does that to a
child. I remember in primary



school when we used to go
around the circle and answer
questions about our family or
any pets ~~etc~~ that we may have,
~~then~~ my class mates were euphoric
whilst I was in hysteria. Why
did they want to know about my
life? Had someone told them
something? I didn't grow
up in the same halocave as
them - I didn't flinch ~~at the~~ at the
sound of gunshots and I
certainly didn't ~~have~~ ^{have} experience
capture when ~~John~~ ^{Talk Time} ~~John~~ ^{John} was on
TV. My life was ~~brimmed~~ ^{brimmed} with,
brushing my eight siblings' hair, or
packing their bags, or nurturing
them - no one else would. My
salient responsibility was protecting
them from our aggravated
mother, until last Thursday.

"Yes." I replied indignantly. My
lawyer glared at me combatively
trying to convince me not to
admit. Although, he's a ^{warm} ~~person~~ person



I believe no intentions are judged on
bearing the astronomical forty pounds
~~an~~ per hour. Just as the
sun reaches it's zenith I had
pleaded in ~~also~~ accountability.

"Last Thursday when ~~my~~ our mother
tried to step foot in our ^{abode},
shot her twice in the cerebrum." ^{to shoot my siblings} I finally
outlet, relieved. "It triggered a primal
fight in my body or something
like it - a massive ^{flood} ~~shot~~ of adrenaline
shot through me like a ~~drug~~ drug
and made me feeling deeply alive."
This was my moment."

Without hesitation, the judge wrapped her
ghastly fingers around the neck of the
gavel. ~~at~~ The only ~~person~~ ^{person} on my
side ^{of} ~~was~~ ^{at court} my lawyer who was not
about to ruin his reputation to save a
'murderer'. I don't blame him. We're all
alone together.

"I hereby sentence you to life imprisonment
without the possibility of parole



due to the ~~unlawful~~ murdering of
your mother." Judge ^{Suzanne} ~~Steve~~ echoed.

I had watched enough crime ~~2~~ shows
to know how to play system. I was
not about to let my brother, Timmy,
~~you know~~ get taken down for killing
our mother after all the horror
stories I'd told them. He has his
whole life ahead of him. If I was
~~he~~ there I would've done the same
but possibly ^{right} aim for the atrium, not
the cerebrum. ~~I'm not psych~~ I figured that a lifetime
of ~~orange~~ itchy orange jumpsuits
wasn't ~~other~~ torture if I knew
Timmy was safe. Orange had always
~~stayed me~~ fascinated me ~~2~~ from
crabs at Marine Beach to my
neen orange biology book at school.
I'm not psychotic, I swear, ^{this was my moment} to do a good deed.

"PRISONER NUMBER: 920743" she bellowed.

An extinct life.....

Bang.



TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

37



P 7 2 5 9 8 A 0 2 1 2 4



Paper 2: Contemporary Texts commentaries

S1

Question	Mark	Level	Comments
1	1		Correctly identifies one thing the cyclist does to get away
2	6	3	A full response that explores several ways the writer has used language to show negative feelings. The candidate shows a clear confidence with the weaving of references throughout the response, showing a clear grasp of subject terminology. A clear engagement with the text, and an attempt to show their understanding, is demonstrated throughout the response.
3	1		Identifies one way the reader understands that Clerfayt is in trouble
4	8	4	A confident exploration of the extract, showing a candidate that has a secure understanding of what the writer has attempted to create. Some subject terminology is used throughout the response, and suitable references are used strategically to support and enhance the response. A mark in Level 4 was awarded as, while a strong response, it perhaps hasn't offered the exploration we might expect at Level 5.
5	6	3	There are three clear similarities offered, with supporting evidence provided to support confident synthesis of the ideas in both texts
6	16	5	There is convincing analysis throughout this response that handles a comparison between the texts with confidence and a sustained critical eye. Similarities are explored with references used to support and enhance the response. The candidate also shows a confidence to handle differences between the texts at the same time, for example 'Both of them feel the competition in their races, but the competitive elements are in different areas.' Indeed, the sense as we continue through the response is that the candidate has a strong, secure sense of both texts and is able to show a convincing level of awareness: 'this narrative is not as circulative but it shows the highs and lows of (the race),

			alike to Text 1, in a chronological structure. Both of them certainly had eventful races.'
Section B	23 + 14 = 37	5	<p>AO5 – an engaging narrative around a competitive tennis match has been crafted with care, and with attention to the impact on the reader. There is sophisticated and sustained use of style, tone and register. The candidate has also attempted successfully to develop character through both dialogue and internal monologue, helping to create a sustained voice.</p> <p>AO6 – uses extensive vocabulary and an accurate range of punctuation. Sentence structures are used creatively in places to develop a strong sense of voice and character.</p>

S2

Question	Mark	Level	Comments
1	1		Correctly identifies one thing the cyclist does to get away
2	6	3	This response demonstrates a candidate willing to fully explore and consider the aspects of the text they have chosen to discuss. Relevant, coherent points are made consistently, supported by thoughtful use of references and a clear understanding of subject terminology. This response attempts, usually successfully, to fully explore the language, evidenced in the second paragraph's detailed exploration of the use of alliteration. Indeed, the candidate's ability to look at a number of ways alliteration has been used in the extract creates a confident tone to the response here, clearly at Level 3
3	1		Identifies one way the reader understands that Clerfayt is in trouble
4	10	5	A thorough and sustained exploration of language and structure in this response is awarded full marks for the question. The mark scheme expectations are met more than adequately, with clear, coherent analysis and exploration offered, well supported by references selected carefully from the text. Terminology is used precisely, enhancing the

			response with a calm, clear eye on how the writer is creating meaning for the reader. The 3 rd paragraph, beginning with a discussion of the sequencing of the narrative, demonstrates a candidate that has full control of both understanding and the impact of the writer's description of the race.
5	6	3	There are three clear similarities here, with precise use of evidence provided to support confident synthesis of the ideas in both texts. It is perhaps worth pointing out that, while the first paragraph here is detailed and informative, this question is focused on AO1 – we do not expect analysis, only a synthesis of the ideas across the text.
6	14	5	This response at Level 5 offers a detailed exploration of both texts and how ideas and perspectives are explored by the writers. Both similarities and differences are handled with confidence, the candidate showing a clear level of understanding of how meaning has been created, supporting their exploration with terminology and references. As we read this response, we get a clear sense of a candidate very much in control in terms of their understanding of both texts.
Section B	23 + 15 = 38	5	<p>AO5 – a thoughtful, sustained narrative is created quickly and confidently as the candidate uses the opening line from Q7 as their starting point. Style, tone and register are maintained with a building sense of foreboding, supported with attention to detail in places: 'the click of the lock rang in my ears'. The voice of the narrator is powerfully created and sustained throughout the text with the ending leaving the reader wondering about the outcome.</p> <p>AO6 – uses extensive vocabulary and an accurate range of punctuation. Sentence structures are used effectively to develop a tangible sense of dread, especially with the careful use of single sentence paragraphs to create drama and tension.</p>



S3

Question	Mark	Level	Comments
1	1		Correctly identifies one thing the cyclist does to get away
2	6	3	A solid response that explores the feelings in the text with some detail. The response provides references to support the points being made and the candidate develops the paragraphs to go beyond simply comment and explain. Terminology is evident, although there is a focus on nouns and verbs – but the criteria in the mark scheme is met.
3	1		Identifies one way the reader understands that Clerfayt is in trouble
4	10	5	This Level 5 response demonstrates how the mark scheme criteria can be met successfully in a straightforward manner. Relevant points about both language and structure are made with confidence, supported with references and terminology. Paragraphs often go into some detail, with embedded references used carefully, exploring how the technique being discussed has had an impact on the reader. The final paragraph highlights the contrast between the start and end of the text – a clear, simple way for a candidate to discuss structure while showing a solid awareness of the text as a whole.
5	6	3	There are three clear similarities offered, with supporting evidence provided to support the fairly controlled synthesis of the ideas in both texts.
6	16	5	<p>This response is thorough in its approach, running onto extra pages. While there may have been opportunities to offer slightly more brevity in places while still achieving full marks, the candidate has offered a detailed response that explores aspects of both texts. Opting for a response that explores similarities and then differences has perhaps led to the extended response here – candidates can explore both of these aspects at the same time if they prefer, and don't need to cover everything in the text!</p> <p>References are used in a very controlled, thoughtful manner in places, as the candidate embeds quotes to support the</p>



			points being made. These areas being discussed are also supported suitably with terminology, indicating a candidate feeling confident in terms of handling both texts at the same time.
Section B	22 + 15 = 37	5	<p>AO5 – an interesting prison narrative has been created here, with a strong sense of character and voice developed. The cross examination between prisoner and lawyer helps to develop a coherent narrative and suggests a candidate who has thought carefully about how they will craft their response for impact. The sense of mood and tone is sustained throughout, with the narrator's thoughts and feelings detailed creatively.</p> <p>AO6 – extensive vocabulary and an accurate range of punctuation is used throughout the response. Dialogue is also punctuated correctly on the whole, something that can be a struggle at times for some candidates. Sentence structures are evident, if not necessarily always employed for impact or effect until the very end.</p>