

GCSE (9–1) English Language 2.0

Paper 2: Fiction Texts
(1EN2/02)

Exemplar Scripts and
Commentaries

November 2022 Series





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Introduction

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



Section A: Reading

Question 1

Script 1

- 1 From lines 1–5, identify **one** word or phrase that shows the young boxer is training hard.

"disarray of barbells on the cracked concrete floor."

(Total for Question 1 = 1 mark)

Examiner comment and mark:

This response covers bullet point 4 from the mark scheme

1 mark

Script 2

- 1 From lines 1–5, identify **one** word or phrase that shows the young boxer is training hard.

there was no one else in the room

(Total for Question 1 = 1 mark)

Examiner comment and mark:

Incorrect (albeit from the chosen lines). Does not deal with the 'training hard' point.

0 marks

Script 3

- 1 From lines 1–5, identify **one** word or phrase that shows the young boxer is training hard.

Sweating

(Total for Question 1 = 1 mark)

Examiner comment and mark:

This minimal response covers bullet point 2 from the mark scheme

1 mark

Question 2

Script 1

2 Read this extract.

His face morose¹, the boy went off to check out the gloves. Tully continued his warm-up and was breathing heavily by the time the other returned. They pulled on the gloves in silence and entered the ring. When Tully reached out to touch gloves, the boy sprang warily away. Smiling tolerantly, Tully pursued him. After that he felt only desperation because everything happened so quickly: smashes on his nose, jolts against his mouth and eyes, the long body eluding him, bounding unbelievably about the ring while Tully, flinching and covering, tried to set himself to counter. In sudden rage he lunged, swinging like a street fighter, and his leg buckled. Hissing with pain, he began hopping around the ring.

In the extract, how does the writer use language to present the boxers' experiences?

Use examples from the extract and relevant subject terminology.

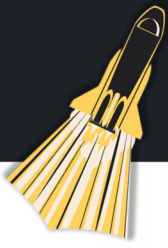
He uses language by saying "desperation because ⁽⁶⁾ everything happened so quickly" by saying this he says the boxer's experience was a shock.

Examiner comment and mark:

Vague terminology has been used e.g. 'language'.

Although it is a brief response, there is a direct quotation and some comment, which are valid, so it gets 2 marks.

Level 1 - 2 marks



Script 2

2 Read this extract.

His face morose¹, the boy went off to check out the gloves. Tully continued his warm-up and was breathing heavily by the time the other returned. They pulled on the gloves in silence and entered the ring. When Tully reached out to touch gloves, the boy sprang warily away. Smiling tolerantly, Tully pursued him. After that he felt only desperation because everything happened so quickly: smashes on his nose, jolts against his mouth and eyes, the long body eluding him, bounding unbelievably about the ring while Tully, flinching and covering, tried to set himself to counter. In sudden rage he lunged, swinging like a street fighter, and his leg buckled. Hissing with pain, he began hopping around the ring.

In the extract, how does the writer use language to present the boxers' experiences?

Use examples from the extract and relevant subject terminology.

(6)

In this extract, the writer uses emotive language. This is shown in lines 17-20. One quote shows to show this is, "After that he felt only desperation because everything ~~happened~~ happened so quickly". The word "desperation" shows he ~~too~~ has an urge to fight.

Examiner comment and mark:

A solid, secure Level 1 response. There needs to be more development for a higher mark. It is general and meets all the Level 1 bullet points.

Level 1 - 2 marks

Script 3

2 Read this extract.

His face morose¹, the boy went off to check out the gloves. Tully continued his warm-up and was breathing heavily by the time the other returned. They pulled on the gloves in silence and entered the ring. When Tully reached out to touch gloves, the boy sprang warily away. Smiling tolerantly, Tully pursued him. After that he felt only desperation because everything happened so quickly; smashes on his nose, jolts against his mouth and eyes, the long body eluding him, bounding unbelievably about the ring while Tully, flinching and covering, tried to set himself to counter. In sudden rage he lunged, swinging like a street fighter, and his leg buckled. Hissing with pain, he began hopping around the ring.

In the extract, how does the writer use language to present the boxers' experiences?

Use examples from the extract and relevant subject terminology.

(6)

"Swinging like a street fighter"
 this simile shows how dangerous
 and reckless it was. "Hissing
 with pain". This one shows that
 he is in so much pain that it
 turned into anger. Snakes when
 they hiss you know it means
 trouble, that's what the boxer
 is presenting

Examiner comment and mark:

Covers all the bullet points - there is some explanation, subject terminology, and textual ref, but it is not secure at Level 2, as it is too brief.

Level 2 - 3 marks



Script 4

2 Read this extract.

His face morose¹, the boy went off to check out the gloves. Tully continued his warm-up and was breathing heavily by the time the other returned. They pulled on the gloves in silence and entered the ring. When Tully reached out to touch gloves, the boy sprang warily away. Smiling tolerantly, Tully pursued him. After that he felt only desperation because everything happened so quickly: smashes on his nose, jolts against his mouth and eyes, the long body eluding him, bounding unbelievably about the ring while Tully, flinching and covering, tried to set himself to counter. In sudden rage he lunged, swinging like a street fighter, and his leg buckled. Hissing with pain, he began hopping around the ring.

In the extract, how does the writer use language to present the boxers' experiences?

Use examples from the extract and relevant subject terminology.

(6)

In the extract the writer has used a simile to present ~~Snape's~~^{Tully's} experience. We see the simile in lines 21 'swinging like a street fighter' this gives us as readers an image as to how ~~Snape~~^{Tully} could be punching, street fighters are tough therefore we get an understanding that this is a challenge to him. as he is now out of Snape.



The writer also uses a metaphor in lines 21 we can see this in the quote 'hissing with pain'. The adverb 'hissing' demonstrates that Tully is in so much pain that he's gritting his teeth because it's unbearable. This creates an idea to the readers that Tully is struggling and isn't having a good experience like he thought he would of. His confidence from the beginning has now changed

(Total for Question 2 = 6 marks)

Examiner comment and mark:

This meets all the bullet points in Level 2. This response offers explanation of how language is being used. It uses appropriate and relevant references. It uses some relevant subject terminology. A secure Level 2.

Level 2 - 4 marks



Script 5

2 Read this extract.

His face morose¹, the boy went off to check out the gloves. Tully continued his warm-up and was breathing heavily by the time the other returned. They pulled on the gloves in silence and entered the ring. When Tully reached out to touch gloves, the boy sprang warily away. Smiling tolerantly, Tully pursued him. After that he felt only desperation because everything happened so quickly: smashes on his nose, jolts against his mouth and eyes, the long body eluding him, bounding unbelievably about the ring while Tully, flinching and covering, tried to set himself to counter. In sudden rage he lunged, swinging like a street fighter, and his leg buckled. Hissing with pain, he began hopping around the ring.

In the extract, how does the writer use language to present the boxers' experiences?

Use examples from the extract and relevant subject terminology.

(6)

To begin with, the writer tells us about the pure moodiness on the boxer's face. "His face morose". This suggests that the boxer could be having flashbacks to his previous training as we are told he is "no longer a boxer". The morose face could be a sign that he really doesn't want to train again possibly due to a bad experience.

Secondly, the writer explains that the boxer was breathing heavily. "was breathing heavily". From this I can infer that the boxer is too unfit and potentially not very willing to be training. The heavy breathing could also link back to the boxer's morose, miserable face as he could remember it is a real



challenge to get back in shape for
bating.

Additionally, the writer says "In sudden
rage he lunged, swinging like a street
fighter." We can infer from this
that the bater is getting angry
with the bating as he knows how
hard he is going to have to
work to get good at it again.

Examiner comment and mark:

More development overall than Script 4, with some analysis but apart from 'inference', no specific subject terminology used, so lower Level 3 is appropriate.

Level 3 - 5 marks



Script 6

2 Read this extract.

His face morose¹, the boy went off to check out the gloves. Tully continued his warm-up and was breathing heavily by the time the other returned. They pulled on the gloves in silence and entered the ring. When Tully reached out to touch gloves, the boy sprang warily away. Smiling tolerantly, Tully pursued him. After that he felt only desperation because everything happened so quickly: smashes on his nose, jolts against his mouth and eyes, the long body eluding him, bounding unbelievably about the ring while Tully, flinching and covering, tried to set himself to counter. In sudden rage he lunged, swinging like a street fighter, and his leg buckled. Hissing with pain, he began hopping around the ring.

In the extract, how does the writer use language to present the boxers' experiences?

Use examples from the extract and relevant subject terminology.

(6)

The writer has used a variety of adverbs to present the boxer's experiences. This can be seen in the quote, "Tully continued his warm-up and was breathing heavily". The use of the adverb "heavily" suggests that he was working hard, and was out of breath. The wide range of adverbs suggests that the writer is trying to focus on the actions of the young boxer, to interest the reader.

The writer also uses a simile ~~an adjective~~ to present the boxer's experiences. This can be seen in the quote "In sudden rage he lunged, swinging like a street fighter". The use of the verb swinging



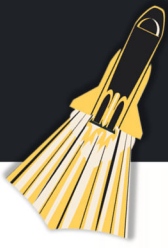
suggests that the fighter panicked and was hoping that one would land. This could therefore suggest that the boxer hasn't got a strong mindset.

In addition the writer's use of sibilance seen in the quote "hissing with pain, he began hopping around the ring, could have connotations of the exhale of air when throwing a punch, or of the hissing of air when winded. The use of ~~sibilant~~ the verb "hopping" suggests that the boxer is injured. This draws the reader in to continue reading.

Examiner comment and mark:

This confident response covers all the bullet points securely in Level 3 and does use relevant subject terminology. It is analytical, apart from the last point (which is slightly generic) but does enough for full marks.

Level 3 - 6 marks



Question 3

Script 1

3 Read this extract.

In a stadium smelling of peppermint liniment¹, along the main drag² in Patong, two young women wearing boxing gloves, ornate headdresses and eye-catching vests and shorts climb under the ropes and circle the ring, pausing to bow at each corner. A quartet on oboe, drums and cymbals strikes up a keening rhythm from the stands as one of the pair, a diminutive Thai, performs an elaborate war dance; the other fighter, pale-skinned, red-haired, stares into the middle distance, waiting for the bell to ping.

From the extract, identify **one** way the preparations for the event seem special.

The pair perform an elaborated war dance.

(Total for Question 3 = 1 mark)

Examiner comment and mark:

1 valid point - bullet point 5 from the mark scheme is paraphrased

1 mark

Script 2

3 Read this extract.

In a stadium smelling of peppermint liniment¹, along the main drag² in Patong, two young women wearing boxing gloves, ornate headdresses and eye-catching vests and shorts climb under the ropes and circle the ring, pausing to bow at each corner. A quartet on oboe, drums and cymbals strikes up a keening rhythm from the stands as one of the pair, a diminutive Thai, performs an elaborate war dance; the other fighter, pale-skinned, red-haired, stares into the middle distance, waiting for the bell to ping.

From the extract, identify **one** way the preparations for the event seem special.

By there being live music like drums and symbols.

(Total for Question 3 = 1 mark)

Examiner comment and mark:

1 valid point - bullet point 4 from the mark scheme

1 mark



Script 3

3 Read this extract.

In a stadium smelling of peppermint liniment¹, along the main drag² in Patong, two young women wearing boxing gloves, ornate headdresses and eye-catching vests and shorts climb under the ropes and circle the ring, pausing to bow at each corner. A quartet on oboe, drums and cymbals strikes up a keening rhythm from the stands as one of the pair, a diminutive Thai, performs an elaborate war dance; the other fighter, pale-skinned, red-haired, stares into the middle distance, waiting for the bell to ping.

From the extract, identify **one** way the preparations for the event seem special.

Young women wearing boxing gloves, ornate headdresses and eye-catching vests ~~stares~~ suggest how these all glamoured up for it.

(Total for Question 3 = 1 mark)

Examiner comment and mark:

1 valid mark - bullet points 1 and 2 from the mark scheme

1 mark

Script 4

3 Read this extract.

In a stadium smelling of peppermint liniment¹, along the main drag² in Patong, two young women wearing boxing gloves, ornate headdresses and eye-catching vests and shorts climb under the ropes and circle the ring, pausing to bow at each corner. A quartet on oboe, drums and cymbals strikes up a keening rhythm from the stands as one of the pair, a diminutive Thai, performs an elaborate war dance; the other fighter, pale-skinned, red-haired, stares into the middle distance, waiting for the bell to ping.

From the extract, identify **one** way the preparations for the event seem special.

It was helpful

(Total for Question 3 = 1 mark)

Examiner comment and mark:

This is an incorrect response with no reference to the question.

0 marks



Question 4

Script 1

- 4 The writer presents a number of people taking part in an interesting sporting activity.

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 talks about two ^{young} women having a boxing match this engages the reader as there is not a lot of popularity in women's boxing.

Examiner comment and mark:

This is a very brief response which is not secure at Level 1. There is general comment.

Level 1 - 1 marks

Script 2

4 The writer presents a number of people taking part in an interesting sporting activity.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

One way how the writer uses language is by using metaphors to describe how ~~the~~ influential ~~the~~ Muay Thai really is for example. "It's an art that was once fought by military armed with rope-wrapped fists." The way how it ~~engages~~ ^{effects} the reader is because he would want to try a sport that has been used with the military.

Examiner comment and mark:

A longer response than script 1 and there is use of subject terminology e.g. metaphor but is not developed.

Level 1 - 2 marks



Script 3

4 The writer presents a number of people taking part in an interesting sporting activity.

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 interest and engages the reader by giving very intriguing words which makes us believe how ~~so~~ go the sporting activity really is. For example 'ornate headaddresses and ey-catching vests and shorts climb under the ropes which makes us think I wonder what the boys have wear. Normal girls would to wear something like that which is why some or than others will join.



It also interests us by having a lot of sporty activity happen at one keeping us interested in the sports. ~~where~~ The writer uses language of 'war dance' which effects us by wondering 'what is that' which then starts interesting us by explaining it more. It makes the reader want to try it out.

Examiner comment and mark:

This covers all Level 1 bullet points. Beginning to offer general comment. Some references. No subject terminology. Not a secure Level 2, but enough to lift it out of Level 1.

Level 2 - 3 marks



Script 4

4 The writer presents a number of people taking part in an interesting sporting activity.

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 presents an ~~active~~ account of their visit to a famous gym in the area of Thailand by laying it out in a format of newspaper article. The writer ~~shows~~ ~~the~~ reader ~~that~~ states "drums and cymbals strikes up a keening rhythm from the stands" this informs the reader there is passion and atmosphere for the sport. ~~There~~ Therefore, the writer has successfully engaged the reader in wanting to read on.

The writer also states "Rhona go to learn how to compete seriously - has been exhilarating, nonetheless". The adjective



exhilarating used to describe Rhonda's experience could inspire some people to give the sport a try. Furthermore, the writer has successfully used language such as exhilarating to engage an audience.

"When not skipping rope, sprinting through jungle or kicking banana trees" this rule of three is used to demonstrate the athletes training as out of the ordinary. The uses of this technique (rule of 3) is to make clear to people this isn't an ordinary sport, it also could have been used to show comparison in relation to a regular boxing training routine. In conclusion, by using a rule of 3 the writer has successfully interested the reader.

Examiner comment and mark:

Comment about newspaper format and Rule of 3 are limited structure points. More than general comment on language, so there is some explanation. Not secure on Level 3.

Level 3 - 5 marks



Script 5

4 The writer presents a number of people taking part in an interesting sporting activity.

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 has used structure to keep the readers engaged. Each paragraph has been written about different people, for example paragraph two is about Rhona, paragraph three is about the writer herself. The use of having the text set out this way is useful to not have the readers' concentration wander away as each paragraph is about something new.



The writer has used a metaphor in lines 11, 'music screeching at fever pitch'. The verb 'fever' sets the scene that the fighting is getting heated and serious. This creates suspense to the readers as we can imagine the vibe of the gym.

The writer also uses a list to describe the people who are taking part in the last paragraph.

This list gives the readers an idea of how different everyone is who comes to the gym.

Examiner comment and mark:

Starts to explain, albeit generic in places. Selection of references and some use of relevant subject terminology. Covers both language and structure.

Level 3 - 6 marks



Script 6

4 The writer presents a number of people taking part in an interesting sporting activity.

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 try's to interest and engage the reader by focusing their attention on different things in each paragraph. In paragraph one, the writer sets the scene by going into detail about the event. for example in the text it says "ornate headdresses and eye-catching vests". This means that the women were dressed in colourful, out of the ordinary clothing to make the event more enjoyable for the crowd. The word 'eye-catching' emphasises that most people will be able to see their unique outfit.

In the second paragraph our focus is then shifted onto the fight happening inside the ring. for example in paragraph two it says "powers in with a barrage of kicks and punches."



This suggests that Rhonda (the fighter) knows what she is doing and is good at it. The word 'barrage' suggests she is repeating those two actions over again so her opponent cannot get in any punches or kicks themselves. By her doing this, it makes her chance of winning go up.

In the next paragraph our focus is yet again shifted onto the reporter who wrote this article. For example in the text it says "I'm hit by the profound realisation that if I ever got into a ring I'd be toast". This quote suggests that although the reporter has trained at Muay Thai gym she isn't as good as a fighter than Rhonda is." The word 'toast' suggests that if she ever did get into the ring that her body may get destroyed and maybe changed forever.



To sum up everything that has been stated the writer tries to interest and engage the reader by focusing/shifting the perspective in each paragraph so the reader gets the full effect of the atmosphere at the event.

Examiner comment and mark:

There appears a focus on language with exploration, but careful reading does infer structure, e.g. how the paragraphs are linked to provide an overall effect. Limited range of subject terminology eg 'atmosphere', 'repeating' and 'perspective', so this keeps this at lower Level 4. Not completely secure in its exploration too. This is an example of how not all candidates will approach structure in the same way.

Level 4 - 7 marks

Script 7

4 The writer presents a number of people taking part in an interesting sporting activity.

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)

Descriptive language is the most repetitive piece of language used to entice and interest the reader. In the first paragraph we learn of 'drums and symbols strike a keening rhythm in the stands' which informs us that the crowd are roaring and are awaiting the battle to commence. The quotation 'elaborate war dance' draws the ~~reader~~ audience to read on until the last quotation 'waiting for the bell to ~~ring~~^{ping}', the use of onomatopoeia can be heard in the audience's head as the writer's structure of the first paragraph has turned into a cliff hanger, then in the wake of the ~~first~~ ~~ping~~ ping all of the roaring from the crowd slowly starts to build back up the further the text is read. The short pauses, builds up the anticipation from the crowd, and audience reading, 'When it does, all's bets - and the headresses - are off', is enough of a quotation

to prepare you for the immediate battle about to start, "Go Rhona!" is the first words in the second paragraph, the use of the exclamation mark ~~also~~ informs how intense watching the match is but also pushes the audience reader to ~~read~~ read further.

later
 → ~~later~~ In the text we are brought to a training gym, where the exact same atmosphere is projected into the minds of the readers, we can support this ~~by~~ by the quotation 'where people like Rhona go to learn how to compete seriously - has been ~~so~~ exhilarating, nonetheless.' another pause shows the ~~tension~~ ^{compassion} and great joy Jane Cornwall has on writing this article.

More Punctuations such as exclamation marks and commas, added to the ~~shared~~ ^{shared} tension and enjoyment of the audience makes the paragraph an amazing read of what Jane was able to capture. We can get evidence from this in the quotations "Left hook! Right Roundhouse!" and ~~the~~ "Block!" but also the description ~~to~~ after them, "Left hook! Right Roundhouse!" cried Sunn, offering his



pad to be walloped, informs us of the determination
 to trainers have even for Jane cornwall
 who is just trying to learn what the fighters
 go through, Another ~~q~~ "throwing a kick in
 slow motion," which is not possible to kick in
 slow-motion but its the feeling that she describes
 which ~~get~~ ~~grasps~~ ~~the~~ ~~reader~~ grasps the readers
~~head~~ in even more.

Examiner comment and mark:

Convolutd expression at times. Structure is covered; some language comments not fully supported, whereas others are insightful. A range of subject terminology. A secure Level 4.

Level 4 - 8 marks



Question 5

Script 1

- 5 Text 1 and Text 2 both show people participating in physically demanding activities. The activities are different, but they share similarities.

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

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

(6)

The activities that are being participated in the texts are both physically demanding and are based upon fighting which allows them to have certain things in common such as understanding pain and the commitment that one needs to have to be able to fight.

Examiner comment and mark:

A limited response with no evidence which does not meet all the bullet points at Level 1. Repetitive similarities.

Level 1 - 1 mark

Script 2

- 5 Text 1 and Text 2 both show people participating in physically demanding activities. The activities are different, but they share similarities.

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

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

(6)

Both texts refer to
 combat sports and that
 someone who isn't a fighter
 isn't as skilled.

Both texts show the loser
 of their fight as
 frustrated. "Aloma is here, too, feeling robbed
 of her last win" ~~but~~ "his face
 contorted Tully asked between clenched teeth".

Examiner comment and mark:

Solid Level 1 as it meets all of the bullet points in Level 1. No clear synthesis.

Level 1 - 2 marks



Script 3

- 5 Text 1 and Text 2 both show people participating in physically demanding activities. The activities are different, but they share similarities.

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

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

(6)

These two texts share similarities.

One way these ~~texts~~ texts share similarities is they both step into the ring and show each other respect this is shown in ~~the~~ text 2 by saying they bow at each other and in text one by touching ~~gloves~~ gloves.

Another way they are similar is they both end when the other opponent is down and the one who is still standing wins.



Another way these two are
similar is they are both
~~the~~ one verse one in both the
texts it states that only 2
people are ever in the ring fighting

Examiner comment and mark:

3 similarities given, and can award a mark in Level 2. No clear textual reference and no synthesis.

Level 2 - 3 marks

Script 4

- 5 Text 1 and Text 2 both show people participating in physically demanding activities. The activities are different, but they share similarities.

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

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

(6)

~~Text 1~~ In text 1 it shows that ~~it was~~ he ~~was~~ for practice but started boxing with a boxer 'swinging like a street boxer' and in text 2 it is ~~in~~ boxing in the street two people boxing 'Two young women in boxing gloves.'

Another similarities in text 1 and 2 is in text 1, the boy only came to practice though himself had come here only to punch a bag and in text 2 'I have come to practice the ancient combat sport'.

Another similarity is ~~in~~ text 1 and 2 is that both boxers get hurt on the nose in text 1 'smashes on his nose' and in text 2 'Damon busted his nose into place.'

Examiner comment and mark:

3 clear similarities and textual references, but not clear synthesis, so not secure at Level 2.
Level 2 - 3 marks

Script 5

- 5 Text 1 and Text 2 both show people participating in physically demanding activities. The activities are different, but they share similarities.

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

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

(6)

In Both text 1 and text 2 they share a lot of similar things for example in text two the writer says he's doing boxing "kick boxing" this is very similar to text one where there just got boxing "boxing" these two sports are very physical and mentally draining and they can both get hurt.

In Both of the texts, they describe their surroundings and what they look like for example in text 1 it says "Pale ^{blue} ~~blue~~" and "grey f-shirt" this is very similar with text 2 because it says "pale skinned" and "red hair" text two is more about entertaining the audience as well as the fight. They are also very similar in the atmosphere and how the boxer is layed out its all intense who's going to get beaten up.

In Both texts the writers use the atmosphere to describe the fight for example. In text 1 it says "Pulsating" and "hissing" which shows how demanding the activities are. In text 2 the writer says "left hook" this emphasises how both activities are very powerful through the language they use to describe the sport.

Examiner comment and mark:

Achieves all 3 bullet points in Level 2. Clear synthesis, valid textual references and 3 distinct similarities.

Level 2 - 4 marks

Script 6

- 5 Text 1 and Text 2 both show people participating in physically demanding activities. The activities are different, but they share similarities.

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

Support each separate similarity with evidence from both texts.

(6)

In both texts both writers have both listed the events of the fight writing so that the audience can picture it themselves.

In text 1 this is shown after Tully invited a boy to a match where "everything happened quickly" "Smashes on his nose, jabs against his mouth and eyes, the long body eluding him, bounding unbelievably". Where as in text two it is shown between two woman boxers in a competition "with a barrage of kicks and punches, some of which land on her opponent, who fires back with a knee strike and a double elbow chop that leaves the parang a little shaky".

~~Secondary~~ Secondly in both texts there is a relation of ex-champions or pros becoming trainer for the next generation of fighters. In text 1 this is shown when the boy asked if he was a pro and they ended



up having a friendly match. After losing the match to the boy for his name and proceeds to examine him. "The boy's shoulders were broad, his chest flat and hairless, his waist narrow, his arms and legs long and slender". On the other hand, in text 2 we are told that "the Thai trainers at Sumalee are all for former champs."

lastly in both texts the fighters are all fighting in the ring wearing shorts and a vest so that they have more movement when fighting both professionally or practicing.

Examiner comment and mark:

3 distinct similarities, albeit last one weaker, some precise synthesis in places. Detailed textual references for first 2 similarities but weaker on last similarity. Enough to nudge it into Level 3, but not a secure Level 3. If the 3rd paragraph had more development, then it would have achieved full marks.

Level 3 - 5 marks



Question 6

Script 1

6 Compare the writers' ideas and perspectives about taking part in dangerous sports.

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)

The writers ideas and perspectives are great I think hes right you need to be careful in combat sport and protect yourself at all times. Also get the correct training

Examiner comment and mark:

No comparison and no textual references. Some description. Not secure in Level 1, as not all bullet points are covered.

Level 1 - 1 mark

Script 2

6 Compare the writers' ideas and perspectives about taking part in dangerous sports.

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)

The writer has used ^{two} different types of ideas and perspectives about taking part in dangerous sports. One idea that is different is the different fighting style in the sports. In text 1, the sport sounds were controlled by the fighters, but in text 2 the fighting sounds were dangerous and uncontrolled.

Examiner comment and mark:

Covers 2 of the bullet points in Level 1. Limited comparison. No textual references. Some description.

Level 1 - 2 marks

Script 3

6 Compare the writers' ideas and perspectives about taking part in dangerous sports.

You should compare the:

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

Use examples from both texts to support your comparison.

the main idea of the stories are ^{aimed at} (16) two people who share an interest in the dangerous sport, who then find opponents and challenge them. they both end up fighting their opponents and loosing disheartening them but seek for redemption. the point of view in this text is from both of the boxers during the fight 'Tully' and 'Rhona' share the similarities in fighting an opponent and loosing.

Examiner comment and mark:

Meets all the 3 bullet points in Level 1 with limited referencing. Brief response. Some description.

Level 1 - 3 marks

Script 4

6 Compare the writers' ideas and perspectives about taking part in dangerous sports.

You should compare the:

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

Use examples from both texts to support your comparison.

(16)

In text 1 the writer portrays their ideas and perspectives by describing the dangers.

Text 1 ~~is~~ starts off by saying how the ~~boxer~~ boxer was originally quite ~~excited~~ excited to be back training for boxing however this quickly changes as ~~the~~ we are told the boxer gets slightly aggressive "fully swung his arms." This could suggest that this kind of sport makes people angry because the training is taking so long. This could have a negative effect on boxers mental health due to competition.

Moreover, text 2 also implies competition as there are 'bets' placed which could affect the boxers skill and performance this also can have a bad effect on their mental health as if they loose they will be distraught.

Examiner comment and mark:

Some comments and references, but only one comparison is mental health.

Level 2 - 5 marks

Script 5

6 Compare the writers' ideas and perspectives about taking part in dangerous sports.

You should compare the:

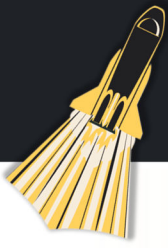
- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

One idea of the writers ideas and perspectives about taking part in dangerous sports is that sports like boxing may be a sport for fighters but it can hurt someone. A quote to show this is "Smashes on his nose, jolts against his mouth and eyes". This quote suggests that in text 1 the person (Tully) is sustaining injuries to his face from the opposing player punching him. The writer uses the adjective "smashes" to describe the opponents punches which may suggest there hard punches to take.

Another idea ~~to~~ of the writers ideas and perspective is that the writer describes the training that they go through in both texts 1 and 2 which may suggest to the reader how much pain they want to take. A quote to show this is (text 1) "Soft leather soles



toward the sound of a furiously punched bag" This suggests that before every fight he punches a boxing bag as a warm up. A quote from text 2 is "involving clinches as well stand-up strikes" This suggests that they both have to train hard.

Another idea of the writers ideas and perspective is that both of their legs get tired from fighting. A quote from text 1 to show this is "and his leg buckled" This may suggest that ~~the~~ Tully has taken an injury from this fight which could be long term. A quote from text 2 is "A little shakey on her feet" This suggests to the reader that these boxing activities can cause injuries that could be sustained for long term.

The writers ideas and perspectives about taking part in a dangerous sport is that ~~the~~ both texts both show they do the same things and which have the same ~~idea~~ ideas and perspective of why you have to be careful in



taking part in a dangerous sport.

Examiner comment and mark:

The 1st paragraph has no comparison. The comparisons start in paragraph 2.
Meets all bullet points at Level 2 and moves into lower Level 3. Explanation and clear textual references. Not a range of comparisons, so cannot go higher in the level.

Level 3 - 8 marks

Script 6

6 Compare the writers' ideas and perspectives about taking part in dangerous sports.

You should compare the:


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

Use examples from both texts to support your comparison.

(16)

In ^{text} Section 1A, the sport was taken more seriously and without a presentation to start of the fight. This is shown when the writer states, "When Tully reached out to touch gloves, the boy sprang waily away." This shows that there is no sportsman ship within this fight.

However, in text 2 there is more kindness towards the teams. "Pausing to bow at each corner" and "performs an elaborate war dance" shows team work and kindness, unlike text 1. Text 2 also shows more fun and a presentation, which is not shown by text 1. This makes the reader feel as text 1 may be personal and more aggressive. However, text 2 is more



for the crowd and to entertain them.

The view on one of the boxers in text 1 is shown to be not in a happy and confident state. This is shown when the writer states, "his face morose." This suggests that the boxer has no confidence in himself and may be afraid of what will happen. This makes the reader feel that he feels as his experience in the past is not good enough for his present and future.

However, in text 2 one of the boxers is also presented ~~as~~ as shy and with a lack of confidence. This is suggested when "got in a ring I'd be toast" was stated. This shows that he has no confidence and experience to help him in the ring. This makes the boxer feel deflated as he sees individuals with skill and confidence enter the



ring. This will make the reader feel guilt towards the boxer. Text 1 and Text 2 have similar perspectives within taking part in ~~also~~ dangerous activities.

Text 1 and 2 is also similar as they are both presented with a cocky character. In text 1 the competitive ~~cat~~ character is presented when the writer writes, "When Tully reached out to touch gloves, the boy sprang warily away." This suggests that this character is taking the event seriously and not showing respect to their opponent.

In text 2 the same situation is shown when the writer writes, "Stares into the middle distance, waiting for the bell to ping." This shows that the character is also not showing respect for their team mate as they stand and stare showing no appreciation



This makes the reader feel
as both extracts are similar.
This also shows the similarities
of both extract as they are
presented with both similar characters.

Examiner comment and mark:

Secure at Level 3. All bullet points are covered. Explanation but not analytical.

Level 3 - 10 marks

Script 7

6 Compare the writers' ideas and perspectives about taking part in dangerous sports.

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)

Taking part in dangerous sports is portrayed as 'exhilarating' and educating: 'asked between clenched teeth'. In text 1 Tully's ~~ego~~^{and experience} ego is tested by a youth player arising within boxing. He is later educated that although he has lengthy experience in a dangerous sport, like all sports, dangerous or not, there is always something to learn. There is this similarity between text 1 and 2 with Jane learning that same message. The only difference is Tully found it frustrating, whereas Jane found it awesome and kept aware leaving her ego out of it.

The writers in text 1 chose to focus on Tully's experience with mentions of the youth boxer, whereas in text 2 both Jane and Rhona were in balance of mention. Text 1 ensures a warning



to the reader ~~about~~ ^{when} taking part in dangerous sports: 'his leg buckled, Hissing with pain' to infer that although its enticing to be dangerous without the continuous training you will be 'toast'. In text 2 the equal structure of both Rhona and Jane is utilised to present that ~~with~~ even with the profound training there can be standard exercises to keep athletes optimum: 'sparring in the rings with the trainers and each other?' Further depicting that unlike text 1 portrays morose training, text 2 allows that interest and enjoyment of the sport.

A difference between text 1 and 2 is that text 2 is portrayed as a performance and the partaking in the dangerous sport is glamorised, whereas text 1 is brutal and raw: 'oboe, drums and cymbals strikes up a keening rhythm' 'face contorted... asking through gritted teeth?'

Examiner comment and mark:

The response covers all the bullet points in Level 3 and starts to explore the text and nudges into Level 4. Starts on a range of comparisons, but these are not secure therefore preventing it going higher in the level.

Level 4 - 11 marks



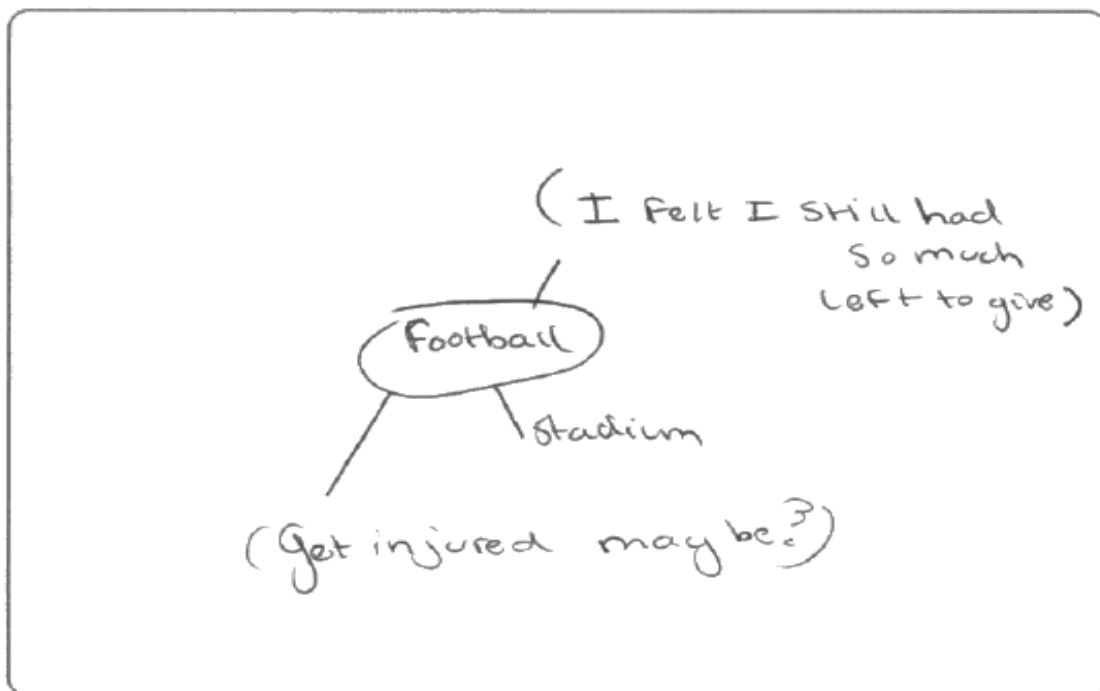
Section B: Writing

Question 7

Script 1


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

Plan your answer to Section B here:



Write your answer to Section B here:

I felt I still had so much left to give. But it was to late late there was no more time left as I was about to leave the pitch with a swollen ankle as I was about to score a brilliant goal 2 to mins before the game ended and ~~some~~ But no someone had to run straight into me which ended up by me having a ~~Bruised~~ bruised ankle and not being able



to finish the match. How is it fair that why does this happen to ~~do~~ me my first ~~first~~ football match which was in a ~~big~~ massive stadium being watched by thousands ~~of~~ of people and just my luck as I was about to make my whole team proud and all ~~are supporters~~ and put a smile on all are supporters and win the game the ~~can~~ other team made sure they would not give me a chance to do so and ~~ruined~~ ruined my ~~chances~~ chances of being the person to score the ~~goal~~ goal and win the match. What I don't understand is how my team didn't get a ~~penalty~~ ~~penalty~~ ~~penalty~~ another chance to score. after all the other team player smashed his self into me and didn't even get a yellow card and was still allowed to continue. ~~why~~ why is the ~~world~~ so unfair. how is this fair?

Examiner comment and mark:

AO5 – Mostly secure working at L2 at AO5. Awareness of audience and some organisation. A lack of paragraphing prevents the response achieving full marks at Level 2.

AO6 – A mid-level L2 response for AO6. Slips in sentence control, punctuation errors and spelling accuracy prevents full marks in Level 2.

AO5 - Level 2 - 8 marks

AO6 - Level 2- 6 marks

TOTAL for question 7 - 14 marks

Script 2

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

Plan your answer to Section B here:

~~Starter~~ I felt I had so much more to give.
 P10: describe environment = sound, sight, smell
 Baking so describe what is happening, what you are doing?
 P28: finish - describe finishing touches and end of time
 Juggling stage
 thoughts and feelings
 P38: after math
 feeling
 I felt I had so much more to give
~~conclusion~~ wrap up

Write your answer to Section B here:

"I felt I had so much more to give"...

All around me I could hear the buzzing of the mixers, and the clashing of the bowls and tins. I could ~~set~~ smell all the ingredients around me, and my cake, in the oven. But now was not to focus on *

* what was going on around me. I had to focus on myself and what it took to win. "30 minutes" the judge announced to me and my competitors as we all started to rush. "Ding, Ding, Ding" my time went off, telling me my cake was ready. I pulled it out and started decorating it as quick as I could.

"Time is up" the judge spoke out. As I stared at my creation, I hoped I had done enough to win. However, as the judging went on, my worry grew and boiled inside of me. "Abby, will you come up please!" the judge bellowed out at me. As I approached him, with my cake in hand, I could tell he was impressed with its appearance. As he cut a slice and took a bite, his expression slightly ~~changed~~ changed. "It's a bit dry, but very delicious," he said. As he finished I walked away with a slight bit of embarrassment.



5) After what felt like a lifetime of waiting, he announced the 3rd, 2nd and 1st place contestants. However I wasn't any of them. Disappointment and anger flooded in me, I couldn't help it. I couldn't believe I didn't place. ~~As I felt~~ I felt like I had so much more to give. But what I gave wasn't enough. I had failed.

Examiner comment and mark:

AO5 – A solid Level 3 response showing a clear ability to communicate, but not always secure for top of the level. Whilst not consistent with some of the stylistic choices, the response offers a clear start, middle and end.

AO6 – This response achieves all Level 2 bullet points at AO6, and has been awarded a low Level 3 for its use of sentence structures, contributing to its overall effect, but issues with spelling errors prevents a higher mark.

AO5 - Level 3 - 12 marks

AO6 - Level 3- 8 marks

TOTAL for question 7 - 20 marks



Script 3

Write your answer to Section B here:

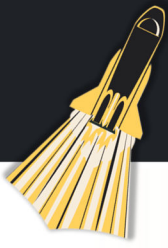
"I felt I had so much left to give" I muttered.
The doctor stared at me with pity.

"This doesn't mean you are completely out of options Mr. Conan, In fact -"

My ears started ringing, I could see the doctor's mouth moving, every word, Pause, Syllable but my ears refused to take anything in. It's like my body was present in the room but my mind was one thousand miles away

In the past. My eyes no longer moved with meaning. Instead they drifted around the room while memories came flooding back to me like someone was playing the highlights of my life to me. I thought about my wife, my kids, all the things I did, all the things I didn't, all the regrets, the times I laughed, the times I cried, My mum and dad, The way I treated them. A shimmer of light crept through one of the broken blinds in the doctor's office and snapped me out of my trance. The doctor looked at me.

"Did you get any of that Sir?"



I stood up abruptly.
 "I've heard enough" I stated.
 I started walking to the door with a
 new found certainty about myself.
 "Mr-Conan Chemotherapy has been
 Proven Sometimes successful on Stage 5
 patients"
 I laughed almost ironically. all my life
 I have listened to other people. now it's
 my choice.
 "Sorry doc, I still have so much left to
 give"
 I march to my car and drive back
 home to my wife and kids, where I stay.

Examiner comment and mark:

AO5 – Brief but well written. This response works well at Level 4. For AO5, a mark in the middle of Level 4 has been awarded because there is an ability to communicate effectively and imaginatively, organising material for particular effect, although this is not always maintained throughout the response, as there is some loss of cohesion at the end. Needs further development for a higher mark.

AO6 – A solid Level 4 response at AO6, which demonstrates most of the bullet points without being fully maintained. Some issues with punctuation and capitalisation.

AO5 - Level 4 - 17 marks

AO6 - Level 4- 12 marks

TOTAL for question 7 - 29 marks

Script 4

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

Plan your answer to Section B here:

- Person has died
- remembers past moments from life
- walk at night with friend
- time at park with big group after school
- argument with best friend
- dad's funeral
- getting a dog

Write your answer to Section B here:

I felt I still had so much left to give. As I slowly drifted through a sea of infinite darkness, I recalled how I had ~~led~~ led up to this moment. I pondered how I had lost so much in so little time, and how a long line of events had ended with my death.

It was a Thursday in late July. School had just ended for the year, and I was walking on air. I was the happiest I had ever been in my life, and was excited to see what life would bring.


me next. I wanted to celebrate the end of another school year, so I grabbed a group of friends, George, Freya, Katie, Jacob, and we all went to the park in a nearby town. It was fun, getting the train for the first time, feeling like part of a group for the first time, and just generally being happy, for the first time in 15 years. I wanted that moment to last forever, and part of me thought it would. We played ball games and chatted for hours, and when I got home I looked ~~at~~ at the big group photo we had all taken and smiled, knowing that my life would change forever. And it did, just not in the way I hoped.

The next day I was out for a walk with my parents when apparently I faint. When I woke up, my parents were sat in chairs around my hospital bed, and it was all very distant for a while. I only caught fragments of what the doctors were saying, "... stage 3... 1 year at most... spread to his brain." It was very difficult that summer. Constant visits to the hospital, lots of blood tests, feeling weak all the time. My mood had substantially decreased from the happy kid that went to the park a month ago. My friends completely ghosted me, didn't reply to any texts asking about meeting up, never wanted to be around me. Even when school started again I was being ignored. Everyone was avoiding me and I just wanted my life back. I knew exactly why as well: they knew I only had a few months left and they were sparing themselves the pain of losing me. I didn't blame them either, I would've done the same thing

As I drifted further through the black void, more memories came to mind, of how I had gone to the cinema with George, Katie and Freya. Me and Katie were walking back to the train station, and she started talking about the stars, and how they all mean something to different people. To some, they're just dots in the sky, to others, they're past relatives, friendships. I wasn't really listening, I just knew that I felt calm in that moment, and couldn't bear a world without her. I suddenly started to feel a numbing sensation in my chest, like when you're about to cry, but I couldn't, so it all just boiled up inside of me.

They say that when you die your whole life flashes before your eyes, but it was only a few moments for me, like my dad's funeral. I stood there, over the casket like he had done so many times over my hospital beds, and as the members of my family each did their speeches, all I heard was his voice. It had come as a shock to all of us, just one day he collapsed, heart attack. He had always been there for me since day one, never faltered. Although I knew I would be dead soon, ~~slowly~~ slowly and painfully, it gave me comfort to know that there was no pain for him.

My mind wandered to that day on the bridge. I had lost my dad, all of my friends, my mum was in shock, I had lost Katie, and soon I would fall away into nothingness, in endless moments of pain. I wanted to go out on my terms, so I climbed up onto the ledge, thought



about everyone in my life, and as I started to cry, I reached a calm state,
like when I was with Katie, and knew it would be alright without me, I
leaned back, closed my eyes, and jumped.

Examiner comment and mark:

AO5 – Powerful response. Controlled and thoughtful. Sustained use of tone and style. Sophisticated piece of writing. Mature and reflective in parts. It is not error free, but it does not have to be. Covers all the bullet points in Level 5.

AO6 – Vocabulary used strategically and largely accurate, with precise punctuation and a variety of different sentence structures.

AO5 - Level 5 - 24 marks

AO6 - Level 5- 16 marks

TOTAL for question 7 - 40 marks



Question 8

Script 1

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

What event? - ~~Football~~ Football charity
Match

What equipment needed? - Football, goals

How many people coming?

How we promoted it?

Write your answer to Section B here:

I have 48 hours I have to
~~do~~ perform my event and luckily
have to but my idea is a football
charity match and ideally I
want 30 to 40 players in total.
and the charity they will be
raising money for will be cancer
research. To be able to come
watch this game it will cost



to for an adult ES under 18 and
under 11 is kids for a kid.
after I configured all this I felt
confident in performing it. Although
I had no idea how it was gonna
promote it so I started brainstorming
and thought of posters and social
media.

Examiner comment and mark:

AO5 – A limited, basic response. It just tips into Level 2 for AO5, as there is some awareness of audience, but this is too short a response to be awarded more marks.

AO6 – A basic response with mostly limited vocabulary but then is ‘configured’, inverted sentence and punctuation.

AO5 - Level 2 - 5 marks

AO6 - Level 2 - 5 marks

TOTAL for question 8 - 10 marks



Script 2

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

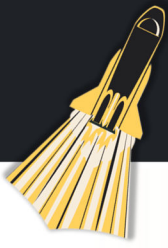
Plan your answer to Section B here:

- Raining, stormy
 - no time to get ready
 - pick an outfit
- Intro = talk about surroundings

Write your answer to Section B here:

The rain hissed against my window, the clouds grew arms and legs as big as an elephant. It was storming! I needed to prepare for this major event, time was ticking.

I prepared my outfit months before, I really don't want the rain to ruin it before I even



arrive. I quickly while watching the clock, slipped on my long, lovely, silk gown. It fit like a pea in a pod, it was stunning. I looked at myself for a couple minutes in the mirror, I adored it.

I soon realised...

That I was late! I rummaged through my make up bag to find any quick product I could put on. I added some lip gloss and blush and before I knew it I was prepared to leave. The winds gushed as I nearly fell to the floor. I pulled up my umbrella that instantly blew inside out.

It was turning into a disaster.

I sprinted to the train station where I hoped it was dry. I was incorrect. It was flooded.



I swam through the lake to finally arrive on my platform. Around 5 minutes ~~that~~ later, it arrived, I jumped on dripping wet from the rain.

Then I remembered, I forgot the birthday cake. Oh no! The one job I had. How could I forget?

I had zero time. I couldn't go back.

What am I going to say?

The train speed around the tracks and suddenly...

'crash'

'screams came from everywhere.'

Examiner comment and mark:

A05 – Odd ending with the train crash. This response securely achieves all bullet points at Level 3 and just nudges into Level 4, as it is effective in parts.

The effective and imaginative approach has been awarded at bottom Level 4.

A06 – A06 is achieved securely at mid Level 3, as it covers mostly the bullet points.

Some of the rhetorical devices used are straightforward.

A05 - Level 4 - 15 marks

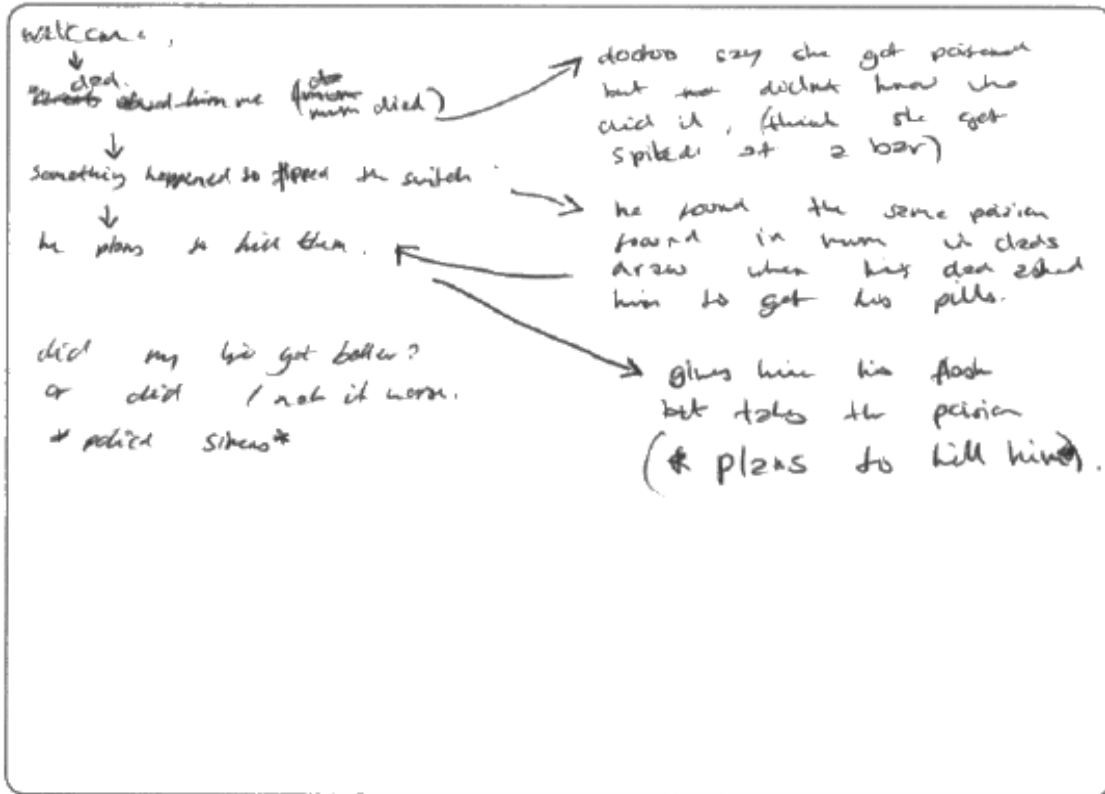
A06 - Level 3 - 9 marks

TOTAL for question 8 - 24 marks

Script 3

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:



Write your answer to Section B here:

Welcome to the wonderful tales of my life sucks. Let me tell you a few things about me; mum died last summer on a night out, dad didn't cope very well and has abused me since and my favourite meal food is chicken noodle soup.

But this isn't mainly about that...



this is the story of how I planned to kill my father. Lets catch you up.

When my mother died, the doctors found some sort of poison in her stomach. Dad and the doctors think she got spiked but I guess ill never know properly. After the funeral, dad started drinking and taking pills like they were mints, this is when he started to take his pain out on me.

~~I mean seven months later, I had been beaten so much I turned mute, this may have made it worse since ~~my~~ I never spoke to my ~~dad~~ father but I didnt want to anymore anyway.~~

A few weeks ago dad asked me, whilst going in and out of concussions, "son, get me my pills, I notice if someones gone ~~you~~ you freak!"

Of course I did what he said as I didn't want to go to school with another black eye. As I walked to his room the stench was so terrible I almost vomited all over the floor. "CREEEEKKK", this door needs some WD40. I looked around for his pill box but I couldn't find it ~~them~~, I started looking in draws and still nothing.

I slowly turned my head to the left, the last draw I have to check is pushed next to his rotting bed. I opened the draw and ... my heart dropped. The ~~poison~~ next to the pill box was the poison. "Mum?" I whispered. I ~~didn't~~ did not have a clue on what I should've done. "Hurry up with my pills you bastard" I ~~was~~ scurried out the room grabbed the pills and stuffed the sealed bag of poison in my pocket.

After throwing his pills at him I ran to my room staring at this bag crying for my late mum. "I want him dead."

I planned and planned all night long ~~with~~ sweat dripping from my head, hand slip from writing until...
"I got it."

As usual I was in the kitchen making myself dinner but I also cooked dad some. "Hey dad?" I said, "You sound like a girl, haven't heard your whiny voice in so long, good to say I haven't missed it" Anger filled my body, but I pushed it down. "I made you dinner, ~~we haven't eaten together since mum cooked for us so I thought it would be nice?"~~

~~"Whatever" he mumbled. Halfway through dinner he starts to cough, like his insides are coming out. "Son, what~~



~~have you done!?" I replied, "I did this for mum" I show him the bag as he's gasping for air, gripping the center and... "THUD".~~

~~Did I make my life better?
Or did I make it worse
* police sirens*~~

chicken noodle soup, my favourite", "whatever" he replied. He reached for the spoon, its ^{five centimetres} ~~5cm~~ away from hitting the old git. "four, three, two, one... and now we wait.

Half way through dinner and to nothing happening? I look confused, my father stares at me and starts to laugh, "feeling dizzy yet son?", "what have you done!?" I whispered while gasping for air.

~~"Dad Do you really think I'm that stupid? Oh son, your life really does suck doesn't it"~~

~~"THUD"~~

Examiner comment and mark:

AO5 – Expletive used effectively. Effective use of chicken noodle soup and the final twist. Longer response to script 2. Effective and organised. This was awarded a mark in the middle of Level 4.

AO6 – Low Level 4 for AO6. A number of spelling errors. Not always accurate use of sentences. However, effective use of dialogue and ellipsis.

AO5 - Level 4 - 17 marks

AO6 - Level 4 - 11 marks

TOTAL for question 8 - 28 marks