

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
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Pearson Edexcel Level 1/Level 2 (GCSE 9–1)

Thursday 09 November 2023

Morning (Time: 1 hour 55 minutes)

Paper reference **1EN2/02**

English Language

PAPER 2: Contemporary Texts

You must have:
Source Booklet (enclosed)

Total Marks


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 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.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Individual links to questions and texts can be found at the bottom of some pages and are shown by a link symbol .

Turn over ►

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SECTION A

Reading

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

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

Write your answers in the spaces provided.

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

(1)

(Total for Question 1 = 1 mark)

- 2** Read this extract.

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

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

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

'So jump,' I heard my voice say.

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

Use examples from the extract and relevant subject terminology.

(6)

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(Total for Question 2 = 6 marks)



Text 1

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

Write your answers in the spaces provided.

3 Read this extract.

The atmosphere was electric; it was a cacophony of noise from the PA system¹, as well as cheers, shouts and applause from the crowd. The sound ricocheted around the domed, undulating² ceilings of the London Aquatics Centre. It was almost deafening.

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

My heart pounded to the tips of my fingers.

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

(1)

(Total for Question 3 = 1 mark)

4 The writer describes the moments before his dive.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

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Text 2

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(Total for Question 4 = 10 marks)



Text 2

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 describe people dealing with a challenging situation. The experiences are different, but they share similarities.

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

(6)

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(Total for Question 5 = 6 marks)



Text 1



Text 2

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

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

Use examples from both texts to support your comparison.

(16)



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Text 1



Text 2

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(Total for Question 6 = 16 marks)

TOTAL FOR SECTION A = 40 MARKS



 Text 1

 Text 2

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 place was like nowhere I had seen before.'

**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, had to be brave.

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

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(Source: Wuttichai Sripodok/EyeEm/Getty Images)

Image One



(Source: Zia Soleil/Getty Images)

Image Two

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

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

Plan your answer to Section B here:

Write your answer to Section B here:

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**SECTION B
Questions**



Image One



Image Two

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SECTION B
Questions



Image One



Image Two

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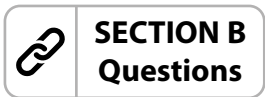


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TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS



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Thursday 09 November 2023

Morning (Time: 1 hour 55 minutes)

Paper
reference

1 EN2/02

English Language 2.0

PAPER 2: Contemporary Texts

Source Booklet

Do not return this Booklet with the question paper.

Advice

- Read the texts before answering the questions in Section A of the question paper.

Turn over ►

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SECTION A

Reading

Read Text 1 (fiction) below and then answer Questions 1–2 on the Question Paper.

In this edited extract from a novel, Richard and his two travelling companions, Etienne and Francoise, are searching for a secret beach. On their journey, they now find themselves at the top of a waterfall with no obvious way down.

The falls dropped into a pool from which a quick-flowing stream ran into the trees. The highest trees were more than equal to our height. If they'd been a little closer, we could have used them to get down – and getting down was the big problem. The drop was too sheer and too far to consider climbing.

'What do you think?' I said, crawling back from the cliff edge towards Etienne and Francoise. 5

Francoise stood up and stared over the lagoon towards the seaward rock-face. 'Perhaps we should walk around there,' she suggested. 'It may be easier to climb.'

'It's higher than here. You can see where the land rises.'

'We could jump into the sea. It is not too high to jump.' 10

'We'd never clear the rocks.'

She looked irritated and tired. 'OK, Richard, but there must be a way down, no? If people go to this beach, there must be a way.'

'If people go to this beach,' I echoed. We hadn't seen any sign that people were down there. I'd been carrying an idea that when we reached the beach we'd see groups of friendly travellers with sun-kissed faces, hanging out, coral diving, playing Frisbee. All that stuff. As it was, from what we could see the beach looked beautiful but completely deserted. 15

'Maybe we can jump from this waterfall,' said Etienne. 'It is not so high as the cliff in the sea.' 20

I thought for a moment. 'Possibly,' I replied, and rubbed my eyes. The adrenaline that had kept me going had faded and now I was exhausted, so exhausted I couldn't even feel relief at having found the beach.

If, I reasoned, the waterfall had been pounding down into the pool below for a thousand years, then it was likely that a basin had been eroded into the rock. A basin deep enough to accommodate my leaping into it. But if the island had been created relatively recently, maybe the result of volcanic activity two hundred years ago, then there might not have been time for a deep enough pool to have formed. 25

The pebbles in the water were smooth. The trees below were tall and old.

'OK,' I whispered. 30

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

'Are you jumping?' called Etienne nervously.



'Just taking a better look.'

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

35

'So jump,' I heard my voice say.



Read Text 2 (non-fiction) below and answer Questions 3–4 on the Question Paper.

In this edited extract from his autobiography, Tom Daley, a British Olympic diver, describes the build-up to his first dive at the London Olympics.

As I walked to the end of the ten-metre board, I glanced down.

The distinctive pattern of the interlocking rings and the words 'London 2012' shone through the bright blue of the water. Olympic banners were plastered across every available wall, along with flags of the participating countries, and my own face grinned back at me on various enormous screens sitting high above the stands. 5

The atmosphere was electric; it was a cacophony of noise from the PA system¹, as well as cheers, shouts and applause from the crowd. The sound ricocheted around the domed, undulating² ceilings of the London Aquatics Centre. It was almost deafening.

I inhaled slowly and steadily. The air was thick with the sticky warmth of chlorine and the charged crowd. I needed to focus hard. 10

My heart pounded to the tips of my fingers.

It takes 1.6 seconds between leaving the board and hitting the water. The importance of the approaching 1.6 seconds was not lost on me. This was it: the Olympic final and the moment I had dreamed of, and worked for, my whole life.

The whistle blew and an eerie silence settled. All I could hear was the gentle and rhythmic gurgle and swoosh of water as it flowed in the drains. 15

I was about to launch into my first dive of six – the Twister. Before the Olympic Games, this was my 'safest' dive and one I knew I could perform well. It was one of my harder dives but, executed correctly, the rewards were high.

But in the run-up to the Games, small things had started to go wrong. There were times that I had leant a little bit too far back and landed awkwardly on my side or shoulder, or when I got lost in the dive and would be flailing through the air without knowing which way was up and which way was down. One day, I landed gracelessly on my back with an almighty smack and, on another, I wrenched my neck. My confidence had been slowly chipped away. 20 25

The possibilities of what could go wrong lurked like shadows in the back of my mind.

In my dives, I have to be hyper-vigilant and 'spot' the water – I need to see everything in order to count the rotations, so I know where my body is in the air. I'm not just spinning in one direction; there are a lot of movements going on at once and I need to keep every part of my body in the right place at the right millisecond, like an innate internal compass. There is not an opportunity to think about anything else but precisely what I am doing in that instant. 30

At that moment, my focus has to be razor-sharp; there is no space to blink or even breathe.

Glossary

*PA system*¹ – Public Announcement system

*undulating*² – smoothly rising and falling



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Source information:

Total text word count: 923

Text 1: The Beach, Alex Garland. Penguin Books, 1996

Text 2: Coming up for Air, Tom Daley. Penguin, 2021

