



Delegate Booklet – Exemplars for Marking

Course Title

Pearson Edexcel GCSE English Language 2.0: How to Apply the Mark Scheme
– Paper 2

Course code

1EN2-23O9



Marking Exercise 1

Script 1 – Paper 2 Q2

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

In this extract, the writer uses multiple short sentences. To support this, in the text it says "A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal." This is to ~~convince~~ make the reader have imagery and would make the reader want to carry on reading. Another technique the writer uses is use of ^{adjectives} ~~strong adjectives~~. To support this the writer says "players collided with a sickening crack and plummeted to the ground." The ~~adjectives~~ adjectives sickening and plummeted are used to help picture in the readers head what and how the football match is going.



Script 2 – Paper 1 Q2

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to present what happened after the ~~the~~ whistle blows when the writer explains ~~that~~ and demonstrates the engagement from the audience. This is shown when the narrator writes 'All eyes followed the ball as it arced towards our goal' ~~the~~ clearly suggests the fans have supreme focus on the game. It also shows the sheer amount of suspense in the game, almost as if the ball was travelling in slow motion. A reader may feel excited to see if the ball goes in the net or not.

* The verb 'followed'



The writer also uses language to show the horrors and danger the sport can lead to. This is shown when the narrator writes 'Sickening crack and plummeted to the ground'. The adjective 'Sickening' clearly suggests that anyone that witnessed this tragedy would be absolutely mortified, almost as if they could feel it. A reader may feel unsure about the safety of the sport, which could cause them to not play again.



Scripts 1 and 2 – Paper 2 Q2 – Mark Scheme

Question number	Indicative content
2	<p>A02 (6 marks)</p> <p>Reward responses that explain how the writer uses language to present what happens after the whistle blows in the given extract.</p> <p>Use of relevant subject terminology is rewardable when it is used to support points.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none">• some abbreviated, idiomatic phrases create a tone of informality and urgency, as if to give the full phrase would take time the writer does not have: 'to City', 'Our keeper'• the writer's use of the plural possessive pronoun 'our' creates a feeling of group ownership and a team working together against the opposition: 'our half', 'our goal', 'Our keeper'• nouns within the semantic field of sport are used to focus the reader on the action and specifics of the game: 'free kick', 'half', 'goal', 'keeper', 'scrum', 'midfielder', 'pitch'• the metaphor 'All eyes followed the ball' indicates to the reader that the attention of the players is very sharply focused and that they are single-minded in their determination. Metaphor is also used to describe Marie 'clutching her head in her white gloves', giving the reader a visual image of her reaction to the collision and the pain she is in• powerful verbs are used to indicate speed and action: 'stormed', 'leapt'. They are also used to show a lack of control and possible violence in the speed and power: 'barrelled', 'collided', 'plummeted'• alliteration is used to emphasise how active the goalkeeper is in the game and a disorderly feeling: 'stormed out of the scrum'• the adjective 'sickening' emphasises to the readers the horror of the noise, the 'crack' (onomatopoeia) that happens when the players collide, and the adjective 'broken' indicates the significance of the injury• the verbs used to describe the actions of the paramedics appear less significant and urgent than those of the players, which could indicate they were unprepared for the event: 'jogged on to', 'bundled'• the simile 'the news ran like a shiver through the team' is evocative of the emotional impact on them. A 'shiver' is usually a result of being cold, excited or frightened, and creates a negative tone. <p>Accept any other reasonable points.</p>



Question 2

Level	Mark	A02 descriptor Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Comment on the text and on the language used.• The use of references is valid, but not developed.• Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none">• Explanation of the text and how language is used.• The selection of references is generally appropriate and relevant to the points being made.• Some use of relevant subject terminology used to support explanation.
Level 3	5–6	<ul style="list-style-type: none">• Analysis of the text and how language is used.• The selection of references is discriminating and clarifies the points being made.• Precise use of a range of relevant subject terminology to support analysis.



Marking Exercise 2

Script 3 – Paper 2 Q4

4 The writer presents a school football match.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

In this text the writer successfully ~~interests~~ interests and engages the reader by using suspension ~~like~~ for an example "5,4,3,2 He dropped his wrist and blew." this makes the reader

build up the suspension. The writer also uses other ways to keep the reader engaged and interested by the structure of text like when two people in the text are

Speaking he uses one line for each person speaking and also uses punctuation (!?) to help the reader understand what tone of voice they are speaking in. It is



Very ~~engaging~~ exciting for the reader because the writer makes us feel as if we are there, and living in the moment. It engages me as well because the writer of this text keeps updating everyone about what is constantly happening in the football game which makes me feel apart of watching the game. The writer also uses smaller sentences when the game gets more serious to add suspension for example "The winning goal suddenly became important, no more laughter, no more joking, everybody working."



Script 4 – Paper 2 Q4

4 The writer presents a school football match.

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.

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Use examples from the whole text and relevant subject terminology.

(10)

The writer uses exclamative speech which is to interest and engage the reader. The exclamative speech is located in the middle of two paragraphs, this is because it creates an image for us as a reader to what order everything happened it, also as soon as we see the text the exclamative speech catches our eye and makes us want to start reading. The exclamative speech "Come on, Casper! make an effort lad!" presents that he has to shout to get his points across, otherwise he wouldn't be heard over the other side of the pitch.



The writer uses a metaphor in the final paragraph to describe how the focus was shifted and suddenly everyone wanted the football. 'The ball was a magnet' presents the image to us that everyone ~~was~~ was attracted to get the ball and was pulled towards it. The ~~the~~ writer has carefully placed this in the final paragraph so that as a reader's can clearly see the shift in focus from the students not wanting to play football and competition levels being low to a high competition level and everyone wanting to win. This teaches us as a reader to be resilient and never give up something, even if you believe it's unentertaining.

The writer uses ~~short~~ ^{listing} ~~seven~~ ~~or~~ sentences to describe what changes the young boys had made within ~~there~~ their personal attitudes towards the game. 'no more laughter, no more joking, everybody working' presents to us how sport can show you someone's true competitive side. The listing is carefully placed in the first sentence of the final paragraph, this is because for a reader it keeps them engaged and presents clearly



a Shift in ~~the~~ focus from the beginning.
~~As~~ As a reader this makes us feel proud
~~of~~ Of the boys for changing their
unmotivated behaviour and making
there teacher(referee) proud.



Scripts 3 and 4 – Paper 2 Q4 – Mark Scheme

Question number	Indicative content
4	<p>AO2 (10 marks)</p> <p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Use of relevant subject terminology is rewardable when it is used to support points.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> the writer uses the style of a football commentary to open the extract and create a tone of a 'real' football match, although the two teams are only pretending to be these teams: "... And it's Manchester United v. Spurs in this vital fifth-round cup-tie" the possessive pronoun 'his' demonstrates the power and control Mr Sugden has in the game: 'sucked his whistle and stared at his watch', 'his wrist', 'his left foot', 'his studs', 'His left winger'. Some terms of address indicate a tone of deference (or 'mock-deference') towards him, for example 'Mr', 'Sir' a tone of anticipation is built at the start of the extract when the writer uses the verbs 'waiting' and 'twitch': 'waiting for the second finger to twitch back up to twelve' a range of nouns contribute to a tone of action, competition and drama: nouns specific to the semantic field of sport are used to indicate the setting of the text, for example 'studs', 'touchline', 'goal line', 'penalty spot'. Nouns also indicate competition and teamwork, for example 'tackle', 'opponents', 'left winger', 'wingman'. Nouns specific to numbers are used to specify time and create a sense of pace within the text, for example the countdown '5 4 3 2', 'five and a bit', 'fourteen minutes' verbs are used to show fast-paced, competitive play, for example verbs showing a range of movements happening in different directions: 'dropped', 'sidestepped', 'running', 'rolled', 'kicked', 'slithered'. Violent verbs demonstrate the nature of the competition, for example 'cut', 'kicked', 'shot', 'whipped', 'ricocheted'. Alliteration is also used to emphasise the action and pace of the match: 'started to sprint', 'slithered to a stop', 'falling, fouling' the writer uses terms and phrases that are colloquial / dialect in order to create an authenticity in the setting and a realistic tone: 'Hey up', 'lad', 'wa' doin'', 'Ar', 'get that ball fetched' the writer demonstrates an enthusiastic, excited tone by using adverbs such as 'perfectly', 'flamboyantly', and creates a dramatic tone with the use of 'suddenly', 'only', 'seriously'. The drama is heightened with the use of the capitalised onomatopoeia 'WHOOSH' the simile 'as fixed as buttons on a pinball machine' creates contrast between the first part of the match and the second, since the stillness becomes action. This is also seen in the use of the metaphor of the ball as 'a magnet, exerting the strongest pull on the players nearest to it, and still strong enough to activate the players farthest away'. It is as if the players have no control over their actions the writer mixes metaphors by using images of science, 'nucleus of footballers', and drama, 'mere props to the play'. This demonstrates teamwork and the different roles the players take in the team. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> the writer uses parenthesis to demonstrate the contrast between Mr Sugden, the teacher and referee, and 'Sugden', the player, showing the difficult position the pupils are put in by having him play: 'Mr Sugden (referee)', 'Sugden (player)'



	<ul style="list-style-type: none"> • short sentences are used to reflect the drama of the match: 'He dropped his wrist and blew', 'Now they were all playing', 'No joke', 'No laughter' (repetition of the negative also creates a dramatic tone) • these contrast with longer sentences structured into three parts, creating the pace of ongoing action at the beginning of the text: 'Anderson received the ball from him, sidestepped a tackle from Tibbut then cut it diagonally between two opponents into a space to his left', 'Sugden (player), running into this space, raised his left foot to trap it, but the ball rolled under his studs', 'Sugden heard him, looked at him, then kicked the ball hard along the ground towards him' • exclamative commands are used by Mr Sugden to create a tone of power and control: 'Don't argue with me, lad!', 'Come on, Casper! Make an effort, lad!', 'Well, try, then!', 'Get out! Get up that field!' • questions are used to emphasise to the reader the difference between teacher and pupils and the difficulty they are in when he is also playing in the game: 'What do you think I am?', 'What do you think I wa' doin', standing still?', 'What for, Sir, when I knew I couldn't save it?'. The contrast between the questions, exclamations and negative tone used by the pupils and the exclamations and negative tone used by Mr Sugden demonstrates the frustration they feel with each other: 'Hey up, Sir!', 'You should have been moving, lad', 'I couldn't save that, Sir', 'You could have tried' • the writer uses speech to structurally replicate the playing of a match by two opposing sides, as Mr Sugden speaks, then the pupils answer back • the listing of nouns and verbs towards the end of the extract, punctuated with a dash and commas, creates a tone of chaos and lack of control: 'A shot – blocked, a tackle, a scramble, falling, fouling, WHOOSH, Sugden shifted it out' • the use of capitalisation by the writer creates a feeling of urgency or drama, as it suggests the words will be pronounced louder or faster: 'WHOOSH', 'OUT', 'GOAL'. <p>Accept any other reasonable points.</p>
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Question 4

Level	Mark	A02 descriptor Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited comment on the text and on the language and/or structure used to interest and engage readers. The use of references is limited. Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none"> General comment on the text and on the language and/or structure used to interest and engage readers. The selection of references is valid, but not developed. Some use of relevant subject terminology used to support explanation. <p>NB: candidates who only consider language or structure cannot achieve a mark beyond the top of Level 2</p>
Level 3	5–6	<ul style="list-style-type: none"> Explanation of the text and how language and structure is used to interest and engage readers. The selection of references is generally appropriate and relevant to the points being made. Some use of relevant subject terminology used to support explanation.
Level 4	7–8	<ul style="list-style-type: none"> Exploration of the text and how language and structure is used to interest and engage readers. The selection of references is detailed, appropriate and fully supports the points being made. Use of a range of relevant subject terminology to support exploration.
Level 5	9–10	<ul style="list-style-type: none"> Analysis of how language and structure is used to interest and engage readers. The selection of references is discriminating and clarifies the points being made. Precise use of a range of relevant subject terminology to support analysis.



Marking Exercise 3

Script 5 – Paper 2 Q5

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

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

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

(6)

Both writers have similar ways about football. In text 1 it says "A whistle blew" and in text 2 it says "Sucked his whistle and stared at his watch."

Another similarity about football is when it says in text 1 "No second place this time. This time we would lift the trophy" and in text 2 it says "The winning goal suddenly became important, no more laughter, no more joking everybody working."

Finally another similarity about football is when it says in text 1 "we wrestled back control in the second half and pushing hard got one back" and in text 2 it says "Both teams playing as units, and positions were taken seriously."



Script 6 – Paper 2 Q5

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

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

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

(6)

~~One similarity is that in both texts, both texts, the players are struggling to play well at first. In text 1, it describes how~~

One similarity is that in both texts, the players are struggling to handle the ball. In text 1, it says "The ball bounced slowly at the edge of the box and somehow in over our keeper". In text 2, it says "even though the wingman started to sprint, it still shot out of play a good ten yards in front of him."

Another similarity is that ~~it~~ in both texts there's a lack of motivation from the players. In text 1, it says "There was no fire in their eyes". In text 2, it says "come on, Casper! make an effort, lad!"



Another similarity is that both texts decide there is a final last chance to win the game. Text 1 says "The title was just one goal away". Text 2 says "The winning goal ~~was~~ suddenly became more important."



Scripts 5 and 6 – Paper 2 Q5 – Mark Scheme

Question number	Answer
5	<p>AO1 (6 marks)</p> <p>Candidates must draw on BOTH texts to access marks.</p> <p>Candidates must give three separate ways the football games are similar supported by evidence from both texts to access Level 3.</p> <p>Summaries may include the following similarities:</p> <ul style="list-style-type: none">• both games start with a whistle: 'A whistle blew' in Text 1 and in Text 2 'Mr Sugden (referee) sucked his whistle ... and blew'• both games are described as important: in Text 1 it is a game that will 'wash away years of disappointment' and in Text 2 it is said to be a 'vital fifth-round cup-tie'• in both games winning is important: in Text 1 the writer says 'We were one point away from winning the league', and in Text 2 the writer says 'The winning goal suddenly became important'• in both games the players are very serious about what they are doing. In Text 1 the writer says, 'My gut fizzed in expectation', while in Text 2 the writer says 'positions were taken seriously'• both games appear to feature football teams from Manchester: in Text 1 it is 'Manchester City', while in Text 2 it is 'Manchester United'• the ball is at the centre of the game in both texts: in Text 1 the writer says 'All eyes followed the ball', and in Text 2 the ball is described as 'a magnet, exerting the strongest pull on the players nearest to it'• in both football games there are goals scored: in Text 1 'The ball bounced slowly at the edge of the box and somehow in over our keeper', 'A second gut punch within minutes of the first' and in Text 2 'GOAL!'• both games show goals missed: in Text 1 'their keeper emerged triumphant, clutching it in her gloves' and in Text 2 'but the ball hit his legs and ricocheted round the post'• there is a corner in both games: in Text 1 the writer says 'In the last minute, we took a corner', and in Text 2 'Corner!' <p>Accept any other reasonable points.</p>

Additional guidance

The descriptors in bullet point one refer to the number of similarities selected by candidates (in/sufficient) and the extent to which these are distinct (repetitive, mostly distinct, fully distinct). The descriptors in bullet two refer to the relative quality of the synthesis undertaken by the candidate (limited, clear, precise).



Question 5

Level	Mark	A01 descriptor Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Insufficient (less than three) or sufficient (three) but repetitive selection of similarities.• Limited synthesis of evidence from different texts.• Limited use of textual evidence to support synthesis.
Level 2	3–4	<ul style="list-style-type: none">• Sufficient (three) and mostly distinct selection of similarities.• Clear synthesis of evidence from different texts.• Valid selection of textual evidence to support synthesis, but not fully developed and there may be an imbalance.
Level 3	5–6	<ul style="list-style-type: none">• Sufficient (three) and fully distinct selection of similarities.• Precise synthesis of evidence from different texts.• Appropriate and relevant textual selection of evidence to support synthesis.



Marking Exercise 4

Script 7 – Paper 2 Q6

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

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

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Use examples from both texts to support your comparison.

(16)

The writer shows clear ideas and perspectives about being apart of a team. The writer shows these ideas by describing the control of emotions you must have to be successful as you can't guess what will happen during a match. For example, Marie never expected to leave the game so early on with a broken collar bone.

The writer uses paragraphs to clearly present his ideas and perspectives about being apart of a team. In text one the writer uses alot of the same length paragraphs after the first 3 three ~~para~~ shorter ones. The writer has done this with her autobiography to create her emotions in an order where you can't sense what's going to happen next. The same-size paragraphs also look visually appealing to us as a reader. However in text two the structure of the paragraphs are more eye



catching and un-usual. The first paragraph is one sentence, followed by ~~a~~ the biggest paragraph of the text, followed by speech. The writer has carefully done this order to shine in a reader's face to read it.

The writer uses the idea of ~~work~~ ^{co-oper} working together to as a team to present to us how sport can be good to do, especially team sports. In text one it says "

The writer uses competition between the two teams to show ideas and perspectives about being a part of a team. In text one it ~~says~~ says "Manchester City had nothing to play for" and in text two it says "now they were all playing" which shows that in both texts the importance of being in a team and working together was high.



The writer uses communication to present the ideas and perspectives of being part of a team. In text one communication is shown through audio imagery. 'with a sickening crack' shows how you don't have to speak to be able to understand what's happened. However in text two communication is shown through speech. 'Hey up' and 'come on, Casper!' show to us as a reader that communication is key and very important when being a part of a team. Both texts showed to us as a reader how virtual communication is but through different perspectives and ways.

The writer uses a sense of community to present the ideas and perspectives of being part of a team because in text one it shows how lost and heartbroken they was to see Marie go off the pitch in an ambulance. 'she was the foundation of our morale' shows to us as a reader just how important every member of the team is. In text two community aspects are shown through 'Both teams playing as units' explains to us as a reader that you are stronger all together, rather than alone.



Script 8 – Paper 2 Q6

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

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

Use examples from both texts to support your comparison.

(16)

The Texts both show how lack of motivation are a major part in working as a team. In text 1, Eniola describes how after the injury, she looked at her teammates and "there was no fire ~~in~~ or fight in their eyes" ~~there was~~, similarly in text 2, Billy's teacher says "Make an effort, lad!" and "you could ~~have~~ have tried". This shows how if not all members are playing their best it could lead to a disaster. ~~It~~ showing the reader how sensitive a match can be to one or more people not giving enough effort to the team, it also ~~is~~ ~~too~~ highlight how although Eniola's teammates are de-motivated, the skill continues. Showing how one person can still save the day.



However, ~~text~~ text 1 is in a professional, super-league final whereas text 2 is set in a game of football at school. In text 1, Eniola describes how "The title was just one goal away" showing how much higher the stakes are playing for a world title. Whereas in text 2, it's a pretend play ~~match~~ match between a kids version of "Manchester United v. Spurs" in this vital fifth round cup tie. Text 1, shows the reader how tense and high stakes the game is, making the reader feel anxious and worried however text 2's lower stakes provides a more calm experience, however still interesting to follow along with for the reader. The reader however may feel more anxious for Eniola rather than Billy due to the higher stakes.

Also, text 1 ends up losing and being crushed in the team ~~which~~ ^{similarly} text 2 ends ~~triumphant~~ ^{losing} with Billy's team ~~losing~~. Text 1 describes how "the whistle blew and" Eniola "collapsed onto the field, sobbing as her world crumbled" ~~and~~ ^{similarly} text 2 describes how Billy "dived flamboyantly and made an elaborate pretence to save it but the ball bounced over his arms... into



the net: Both focus describe how after long attempts to succeed, sadly both were crushed. To the reader, they may feel disheartened that after the final attempt they don't succeed. However, the reader may feel more sorry for Billy as he is a child, ~~and~~ or some may feel more sorry for Emiola as she has trained her whole life for this and her team and the injury let her down.



Scripts 7 and 8 – Paper 2 Q6 – Mark Scheme

Question number	Indicative content
6	<p>AO3 (16 marks)</p> <p>Candidates must draw on BOTH texts to access marks.</p> <p>Reward responses that compare how each writer presents ideas and perspectives about people who are part of a team. Candidates may have compared the following:</p> <ul style="list-style-type: none">• the differences between the people in the team• how individuals approach being part of a team• how the thoughts and feelings of the team members are presented• the different ways people respond to challenges• how experiences differ through the texts. <p>Responses may include the following similarities between the ideas and perspectives of the writers and how they are conveyed:</p> <ul style="list-style-type: none">• both texts mention players in two different teams and show their passion in their sport: in Text 1 the writer says 'My gut fizzed in expectation', and in Text 2 it is noted that 'Both teams playing as units, and positions were taken seriously'• both texts demonstrate that potentially at least one player within the team feels that there is no point in playing: in Text 1 the writer says 'Way down in fifth place, Manchester City had nothing to play for', and in Text 2 "I couldn't save that, Sir ... What for, Sir, when I knew I couldn't save it?"• both texts suggest that a win for the whole team is important, as in Text 1 the writer says 'We were one point away from winning the league' and in Text 2 the game is described as a 'vital fifth-round cup-tie' and Mr Sugden says "We're playing this game to win you know, lad"• both texts indicate people who want to 'make their mark' as part of the team: in Text 1 the writer says 'I would score, I would win, and I would lift the trophy', and in Text 2 it is Mr Sugden, even though he is the teacher - 'Sugden heard him, looked at him, then kicked the ball hard along the ground towards him'• both texts show the parts different people play in the team: in Text 1 'A sky-blue shirt raced down the wing and cut back to a striker', and in Text 2 'Anderson received the ball from him, sidestepped a tackle from Tibbut then cut it diagonally between two opponents into a space to his left'. <p>Responses may include the following differences of the ideas and perspectives of the writers and how they are conveyed:</p> <ul style="list-style-type: none">• in Text 1 both football teams are made up of female players and in Text 2 the teams are made up of male players. In addition, the teams in Text 1 are all made up of professional players, while in Text 2 the teams are made up of school pupils and a teacher, where Mr Sugden acts as '(referee)' and '(player)', making the dynamic different• in Text 1 the team members are serious about their roles from the very start, as the writer says 'No second place this time', while in Text 2 the teams start out not taking the game seriously but then change their approach: 'The winning goal suddenly became important, no more laughter, no more joking, everybody working' <p>Text 1 has a different perspective on the team to Text 2. Text 1 is written in the first person to bring a sense of expectation and urgency to the description of the game and a more specific, individual response to the team, while Text 2 uses the third person to create a sense of the readers as spectators watching the teams playing</p>



	<ul style="list-style-type: none"> in Text 1 there is an individual who feels the need to boost the morale of the team and lift them, as the writer says 'it would fall on me to stop the freefall into despair'. In Text 2, however, the writer indicates that the person who seemingly should be boosting the morale, the teacher, is actually undermining and criticising the players: 'You should have been moving, lad. You'd have caught it then', 'Make an effort, lad!' Text 1 has more of a sense of the team working together than Text 2. The writer's tone in Text 1 shows the team working together, 'we would lift the trophy', 'We wrestled back control', while the tone in Text 2 demonstrates the divisions between the players, where one is the teacher: "Don't argue with me, lad!" and this impacts on the behaviour of the players, as 'For most of the game most of the boys had been as fixed as buttons on a pinball machine'. <p>Accept any other reasonable points.</p>
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Question 6

Level	Mark	A03 descriptor Compare the writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Comparison between the texts is limited. Description of writers' ideas and perspectives, including theme, language and/or structure. The use of references from texts is limited.
Level 2	4–6	<ul style="list-style-type: none"> The response considers obvious comparisons between the texts. Comment on writers' ideas and perspectives, including theme, language and/or structure. The selection of references across both texts is valid, but not developed.
Level 3	7–10	<ul style="list-style-type: none"> The response considers a range of comparisons between the texts. Explanation of writers' ideas and perspectives including theme, language and/or structure. The selection of references across both texts is appropriate and relevant to the points being made.
Level 4	11–13	<ul style="list-style-type: none"> The response considers a wide range of comparisons between the texts. Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts and fully support the points being made.
Level 5	14–16	<ul style="list-style-type: none"> The response considers a varied and comprehensive range of comparisons between the texts. Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts, they are discriminating, and clarify the points being made.

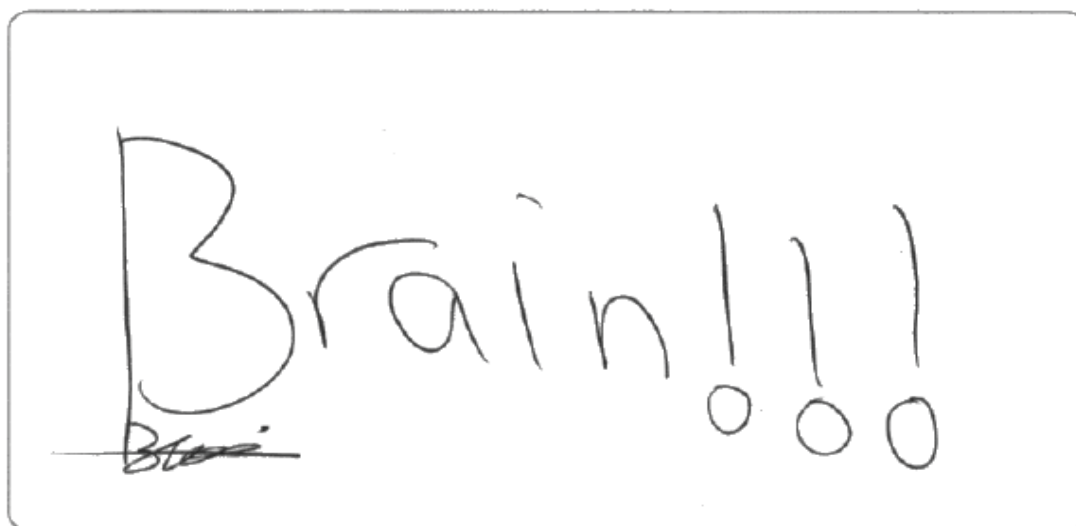


Marking Exercise 5

Script 9 – Paper 2 Q7

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

Plan your answer to Section B here:



Write your answer to Section B here:

We had a strong plan-what could go wrong?
Our plan was to take over a bank! We
had 4 people going left and right, 2
from the back and 1 going to the front.
The person going in from the front was a
distraction trying to open a new account
~~while~~ while the others sneak inside of
the bank they all had blow torches to
get through all of the barbed metal. AS
the one at the desk was distracting the
2 men at the back got in. Now! all of



The men were in they shut down all the cameras, alarms and triggers and all they had to do from now was figure out the key code and then get the cash they manage to figure ~~out~~ the key code they started to load there bags until they here something. The radio they heard a bodyguards radio so they started to load there bags quicker but. They didn't have enough time so they had to shut ^{the} door but they didn't realise they locked themselves in the bank! Safe a few days go bye they are starving and dehydrated someone opened the vault and they got arrested. We had a strong plan - what could go wrong? but after i opened a bank account i was free and left my plan worked out after all!!!?.

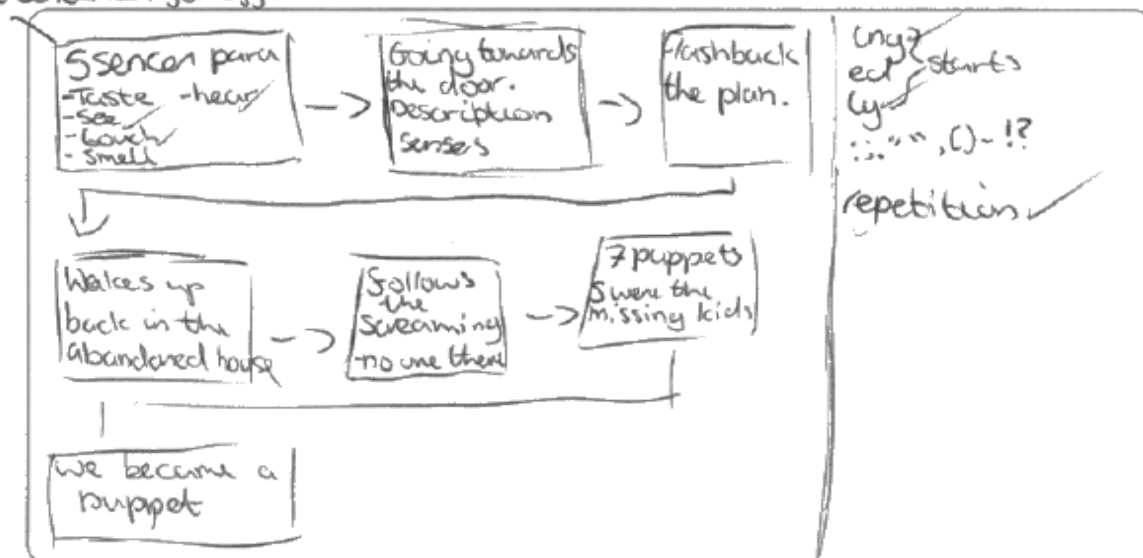


Script 10 – Paper 2 Q7

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

Plan your answer to Section B here:

short sentences for effect



Write your answer to Section B here:

We had a ^{very} clear plan - what could go wrong?

It was dark. So very dark. All that could be seen was the shape of the building leaning over us. It was quiet. Silent even. So silent that it was so loud. Something took hold of my hand. Something... cold? It was gentle. No threat was present. As I turned my head to see who it was... no one was there. Frantically, I began to look around and everyone was gone! I was alone. So very alone.

Creeping towards the tall, rotting door my trembling



hand reached for the ^{silver} handle. It was strangely warm. However the warmth did not bring comfort, it instead filled me with dread. Gasping for air, trying to control my trembling hand; I shoved the door open. A cloud of dust danced around ~~the~~ me. The ~~stink~~ scent of old paint and rotting wood hit me in the face. I wanted to run. I needed to run. I should have run. I couldn't move. I froze... Everything went black.

I woke up. Dragging myself out of bed, I made my way towards the kitchen. The blinding light forced its way through the ~~a~~ long, silk curtains. ~~So~~ Slowly stumbling into the kitchen I saw them. My friends. They were here. Curiously I asked why they were at my house and that's when Samantha spoke up. "Come sit with us and we will show you." She giggled and waved her hand back and forth, signalling me to sit next to her. Quickly she pulls a scrunched up newspaper from her bag and slams it in front of me. ~~Angora~~ "5 children missing after going to the woods!" the headline said in big, bold, black letters. "Why are you showing me this?" I asked. "Let's go and see what happened!" Thomas explained. My eyes widened and my hands curled into a ball. "We have torches, cameras, our phones and first aid kits in case anything happens." Samantha said trying to reassure me. Reluctantly, I agreed.



We had a very clear plan - what could go wrong?

Suddenly ~~by~~ my eyelids burst open. Struggling to see and breathe I stayed on the floor. Climbing to my feet I made my way to the door. I reached for the large, silver handle. Then I froze. I couldn't just leave my friends behind. I quickly turned around and made my way down the cold, stone ~~stairs~~ stairs.

The silence was taken over by screaming...

It was Samantha!

I bolted to where I heard the screams. I threw myself into the door, slamming it open. Sprinting into the room and... no one was there? but how? Suddenly the door slammed shut. A dim light turned on. Old puppets were hanging from the ceiling by the neck. There were seven in total. Five of them I ~~didn't~~ recognised but from where? I don't know. However the other two looked like... Samantha and Thomas?



Everything went black again. Slowly my vision came back. I couldn't move. I couldn't feel the floor. I was cold. All I could feel was something around my neck. But I could still breathe. I forced my head to turn to the left and they were there. I was face to face with the other puppets... ~~horrible~~

"It will be fun" they stated "nothing will happen." they exclaimed. All I felt was anger. No joy, no pain, no sorrow. Only anger. I was angry. So very angry.



Scripts 9 and 10 – Paper 2 Q7 – Mark Scheme

Section B: Writing

Question number	Indicative content
7	<p>A05 (24 marks), A06 (16 marks)</p> <p>Purpose: to write a real or imagined piece using the opening line provided. This may involve a range of approaches, including: description, narrative, monologue and other literary techniques.</p> <p>Audience: the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p>Form: the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach.</p> <p>Responses may:</p> <ul style="list-style-type: none">• describe an event or time where something had to be planned• explain what the plan was and who was involved• include details of what went well because of the plan• explain what did not go well and why• make reference to the ideas mentioned in the unseen texts, for example winning a match, losing out, injury. <p>Accept any other reasonable points.</p>



Level	Mark	A05 descriptor Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. Shows an awareness of audience and purpose, with straightforward use of tone, style and register. Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	<ul style="list-style-type: none"> Clear ability to communicate clearly, effectively, and imaginatively. Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15–19	<ul style="list-style-type: none"> Secure ability to communicate clearly, effectively, and imaginatively. Organises material for particular effect, with effective use of tone, style and register. Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20–24	<ul style="list-style-type: none"> Sophisticated ability to communicate clearly, effectively, and imaginatively. Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.



Level	Mark	A06 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Uses basic vocabulary, often misspelled. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. • Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	<ul style="list-style-type: none"> • Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with control, creating a range of sentence structures, including coordination and subordination. • Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	<ul style="list-style-type: none"> • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect. • Sound ability to write for clarity, purpose and effect.
Level 4	11–13	<ul style="list-style-type: none"> • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. • Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	<ul style="list-style-type: none"> • Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. • Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.