

# June 2014

## Pearson Edexcel International GCSE 4EA0/02

### English Language A

#### Paper 2

The purpose of this pack is to provide centres with a set of exemplars with commentaries.

Included in this pack:

- Range of responses
- Examiner marks and commentary

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\* the actions of the children in the passage.

- while waiting to be taken to another concentration camp, the children felt asleep while the adults kept awake.

Children were given time to enjoy their sleep as they wouldn't be able to have a rest on their way to their destination.

- children did not want to go to the buses, in fear of not knowing where they are been taken.

- They were afraid to leave their family behind.

"In the filthy straw they dug in their heels and screamed."

\* how the departure to the station is described.

- "children that were awake refused to board the buses when gendarmes were sent to get them"

- Children were in fear of the departure.

- Women were shouting and wailing from the other side of the courtyard in fear of not seeing their husbands, fathers, brothers, sons again as they get into their buses.

- A woman's face stares at her son in fear of not seeing him again.

"women's face in which the eyes were fixed with terrible ferocity." - here it describes how



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the woman was in fear on looking at his son's face ever again.

\* any other <sup>interesting</sup> use of language.

- The writer used many words to describe

FEAR:

\* "eyes were fixed with terrible ferocity."

- She was terrified.

\* "wakeful"

- Adults kept awake at night in fear of not knowing what would happen if they fell asleep.

\* "talking in lowered voices"

- Fearing of not letting the <sup>young</sup> children know what was about to happen.

\* "sudden ripple ~~qu~~ quickening of muscle and nerve"

- TENSION and fear ~~arose~~ arouse as they hear the sound of <sup>the</sup> buses, as they know the time of departure in here.

| Mark | Commentary   |
|------|--|
| 4    | <ul style="list-style-type: none"> <li>• Some engagement with the text</li> <li>• Some supportive use of evidence</li> <li>• Ideas could be better marshalled and more coherent</li> </ul> |

## Candidate B

1 How does the writer try to bring out feelings of fear in *The Last Night*?

In your answer you should write about:

- the actions of the adults in the passage
- the actions of the children in the passage
- how the departure to the station is described
- any other interesting use of language.

You should refer closely to the text to support your answer. You may use **brief** quotations.

(15)

The ~~writer~~ writer tries to bring out the feelings of fear in ~~the~~ *The Last Night* by writing about the actions of the adults, firstly she writes about how they wrote when they were writing their "final message", she says, "Some wrote with sobbing passion" "Some with punctilious care", this shows how it was important to them because it is the last things they will ever write and they feel like that is how they will be remembered, forever.

Also when a woman came with a ~~sandwich~~ sandwich and water for each child one of the "older boys embraced her ~~with gratitude~~ in his gratitude", this was to show how thankful he was for her kindness and it shows how badly they were treated because they were all hungry and thirsty.

4



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~~She~~ She also describes how ~~the~~ the adults were sat in the room, "The adults in the room sat slumped against the walls", this was so that they could give the children enough room to ~~the~~ lie down and sleep in the small room.

The ~~adult~~ adults also don't want to face the reality of what is happening this is shown when the coffee is brought round, "Many of the adults refused to drink because they knew it meant breakfast, and therefore the departure", the adults knew ~~the~~ the terrible fate that was waiting for them the next day, they knew that they would all die at the concentration camp they were really just waiting for death.

The women tried to <sup>do their</sup> ~~there~~ last acts as mothers, "a shower of food was thrown towards them", this shows how they were trying to give what little food they had to their children to try and help them survive their journey.

The writer then goes on to describe the actions ~~of~~ of the children, firstly she talks about how, "Jacob's limbs were intertwined



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5

Turn over ►

with his for warmth", this shows how cold it was and it shows how Jacob was trying to look after André.

The children did not fully understand what was going on this was shown by, "the children were spared the last hours" "to fall asleep where they lay, to dream of other places", this shows how lucky they were to be able to sleep unlike the parents who stay awake worrying about what's coming.

When the children did wake up some did not want to leave so, "In the filthy straw they dug in their heels and screamed..." this is used to show how scared they were because they were surrounded by strangers and had ~~been~~ been separated from their parents.

The writer also describes the station, "André was lying on the straw, the soft bloom of his cheek laid, uncaring, in the dung," this shows how they didn't care about how they were treating them. They didn't even give them a toilet so they had to just go on the floor and then they would just throw straw over it. So they all



had to sit and lie in filth and the stench must have been really bad to.

She uses personification about the buses, "stood trembling in the wired-off corner of the yard", to make out that the buses were also scared to be there like the Jews were.

Also she ~~talks~~ talks how the mother of a child stared with terrible ferocity because, "She was looking to remember, for ever," because she knew she would never see her child again because either she would die or he could die, so she never wants to forget ~~their~~<sup>his</sup> face.

To show how heartless Hitler's army was she talks about, "A baby of a few weeks was being lifted on to the back", so even an innocent baby was separated from its mother and was being taken to the concentration camp.

So I think that the writer was successful at bringing out the feelings of fear in *The Last Night*.

| Mark | Commentary  |
|------|---|
| 6    | <ul style="list-style-type: none"> <li>• Some engagement with the text</li> <li>• Some relevant use of supporting evidence</li> <li>• Some understanding of linguistic and literary techniques</li> </ul> |

## Candidate C

1 How does the writer try to bring out feelings of fear in *The Last Night*?

In your answer you should write about:

- ✎ the actions of the adults in the passage
- ✎ the actions of the children in the passage
- ✎ how the departure to the station is described
- ✎ any other interesting use of language.

You should refer closely to the text to support your answer. You may use **brief** quotations.

(15)

In this passage, it is shown that the adults are clearly frightened of what is going to happen next. The adults try their best not to show the children their pain and fear but it is hard to hide. The adults are dreading what will happen ~~now~~ the next morning and therefore will do anything to slow the clocks. This creates fear for the readers because the writer's use of emotive language really shows throughout the passage. The ~~The~~ adults are clearly in distress about what to do.

The children in this passage are treated like animals; "lying on the floors" and "In the filthy straw they dug." This is showing that the children

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are not treated as they should be. Their food is thrown at them and the children is clueless of what is happening. This is effective ~~for~~ for the reader because it shows the ~~compar~~ comparison of the adult's and children's ~~knowledg~~ knowledge of the situation. The children continue to dream as for the adults were left wide awake fully aware about the situation occurring.

It is obvious that the children are thirsty as they all rush to get ~~food~~ some of the pail of water and it was immediately gone. The children lying asleep in straw can create a lot of tension for the readers ~~as~~ as the time is passing by.

The writer uses a use of different language to describe the agonising situation. The use of metaphors can give the reader an image of what the situation was like and gives them a sense of being there. "a shower of food was thrown towards them" This

This passage creates a lot of fears and emotions for the reader and makes the reader notice the pain that children and adults are in as they are living their lives like animals and this can create a lot of emotions.

| Mark | Commentary   |
|------|--|
| 7    | <ul style="list-style-type: none"><li>• Sound engagement on the whole</li><li>• Comments on language relevant, but could be more detailed</li><li>• Makes use of relevant examples</li></ul> |

## Candidate D

1 How does the writer try to bring out feelings of fear in *The Last Night*?

In your answer you should write about:

- the actions of the adults in the passage
- the actions of the children in the passage
- how the departure to the station is described
- any other interesting use of language.

You should refer closely to the text to support your answer. You may use **brief** quotations.

(15)

The writer Sebastian Funnus, brings out the feelings of fear through description, actions and through the language used.

The actions of the adults in the passage are seen, desperate and fearful. They 'sob' as they write their final words and 'set slumped' and are 'wakeful' as they wait for their fate. That is awaiting them in the following hours. These feelings of fear and foreboding show us how scared they are of what is waiting for them. The adults do not 'drink' in the morning as 'breakfast' time starts to follow - then the departure of fear - to which they are most scared of.

Towards the end of the passage, we see the actions of mothers who are witnessing their child being taken to die. They 'throw' food down to them, 'Whispering' their names - desperate for their children - their fear evident by their actions of giving them food; as if they can keep them alive longer by doing it.

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One woman is 'furiously' looking at a child beside André' which he cannot understand as he does not have a mother to show such fear for him. He sees it is 'not in hatred' - she is 'looking to remember'. This conveys to us as readers how harsh it was for people, especially Jews, in the 1940s. You would never see your loved ones again and through this mother's actions we can see how high the fear was.

Through the actions of the woman who brings 'sandwiches' for the children ~~to~~ contrast with the later on actions of the Wailing Mother; she who has no history with the children but can give them food, ~~but the child~~ which cannot be done by their mother emphasises the fear of the people behind this. If the mothers were allowed to give their children food, they would never leave them. An older boy 'embraces' her with 'gratitude' - perhaps it is the last time he will ever hug a motherly figure again.

The departure to the station is very fearful shown through through the children's actions. They are 'screamed' as they were named, but those who 'were too deeply asleep' were named before they knew what was happening. The departure is a constantly looming thing that is feared by



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Turn over ►

everyone in the passage. The irony of a 'honey' sound is fearful because where they are bound is not honey; it is terrifying.

Faulkner describes André and Jacob as quite calm despite their fearful situation. André ~~is~~<sup>clings</sup> as if it a pillow upon 'cling' with Jacob 'intertwined' for warmth. They do not 'scream' when it is time to go. They 'move together' and 'hold on hard' so they are not separated. *Good*

The children sleep for most of the passage; in lands where they cannot be hurt. Some are 'too small' and have to be lifted on to the bus which shows also how fearful their mothers are for them - they are so small and they are to be killed.

Sebastian Faulkner brings out the feeling of fear by mainly maintaining it up throughout the passage, making us as readers feel fearful for the people's fate. The actions of all in the passage make us feel shocked and sad for the Jews of 1940.

| Mark | Commentary  |
|------|---|
| 11   | <ul style="list-style-type: none"> <li>Engages with the text in a sustained way</li> <li>Precise focus on question</li> <li>Well-integrated quotations</li> <li>Presents ideas, themes and settings well</li> </ul> |

## Candidate E

1 How does the writer try to bring out feelings of fear in *The Last Night*?

In your answer you should write about:

- the actions of the adults in the passage
- the actions of the children in the passage
- how the departure to the station is described
- any other interesting use of language.

You should refer closely to the text to support your answer. You may use **brief** quotations.

(15)

Faulkes ~~tries~~ brings out feelings of fear in 'The Last Night' in a variety of ~~successful~~ successful ways.

The reactions of the adults are different to those of the children, instead of sleeping they sit 'Slumped against the walls, wakeful...' and this effectively conveys how the adults are ~~more~~ fully aware of the horrors to come. Meanwhile the children are able to escape these last hours of ~~torment~~ torturous waiting by their ability to fall asleep and 'dream of other places.' This evokes a sense of the children's <sup>innocents</sup> ~~innocents~~, as they do not fully understand what is going to happen, and this furthers our sense of horror and fear at what is to come.

~~The Jewish orderly~~  
The personification of the pencils evokes a sense of fear, as we are told that two or three pencils had 'survived the barracks search', this mirrors ~~+~~ and emphasises how only a few of the deportees will survive the concentration camps. Faulkes describes how the deportees write their final messages, some with 'sobbing passion' and some with 'punctilious care', and this graphically evokes the way people deal with fear and, in the Jews case, knowing they face

4



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almost certain death.

When morning comes many of the adults refuse to drink the coffee bought round, as 'they knew it meant breakfast, and therefore departure.' This is a pathetic act of resistance as they know it won't change anything, ~~it~~ is a very touching detail which also demonstrates their fear. In contrast to the adults many of the children were at their 'deepest moments of sleep' and this shows them at their most fragile and innocent, underlining the readers sense of horror.

In paragraph six Faulkes uses the rule of three in 'a sudden ripple, a ~~quick~~ quickening of muscle and nerve' to ~~bring~~ add tension and drama to the scene. When we are told that the noise which caused this fear was 'the homely thudding of a ~~parisian~~ Parisian bus' the strangeness of the situation is enhanced. That a mode of transport, which would normally be comforting, is now transporting them to concentration camps is a horrible thing to read and furthers the sense of fear Faulkes is trying to evoke.

The bus is personified as 'trembling' in the seventh paragraph and this references the 'quickness of muscle' in the previous paragraph.

The actions of the children when the gendarmes is heartbreaking. We are told how 'in the filthy straw they dug in their heels and screamed', the fact that they would rather stay in the 'filthy' ~~straw~~ building emphasises the terrible things to come and graphically furthers our sense of fear.

The alliteration of 'women waiting' allows us to actually hear the sounds of the morning, and the fact that 'waiting' brings to mind someone overcome with grief at a loved ones death



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Turn over ►

bring further brings out a feeling of terror.

The fact that André realises why the mother was looking with 'terrible ferocity' at her child shows how he <sup>knows</sup> is ~~realising~~ that he is likely to die and this horrible realisation enhances our sense of fear.

Faulkes describes how the bus is held up in order to get a baby in its pram onboard, how even a baby, who would have no idea what was going on, is not spared further the readers sense of horror and outrage; this also effectively brings out fear as we wonder about such ruthless people.

The personification of the bus in the word 'roared' makes it sound like a wild hungry beast, or monster and this enhances the sense of fear.

Through these ways; personification, rule of three and the contrast between the adults and childrens reactions, Faulkes effectively conveys a terrible sense of fear.

| Mark | Commentary  |
|------|---|
| 13   | <ul style="list-style-type: none"> <li>Picks up in an insightful way on some of the writer's literary techniques</li> <li>Some perception shown in understanding of language, structure and form</li> <li>Assured engagement</li> </ul> |

## Question 2

(Total = 15 marks)

**2** Write on **one** of the following:

**EITHER**

- (a) Write an article for a magazine called 'Youth Today', exploring your views on young people volunteering.

(15)

**OR**

- (b) A newspaper is giving an award for 'A Very Special Person' and is asking for nominations to be sent to the awarding committee.

Write a letter persuading the committee why your 'Very Special Person' deserves to win.

(15)

**OR**

- (c) Write a story entitled "Shadows".

(15)

### Question 2(a)

(Total = 15 marks)

Candidate A

~~question with a cross~~

Chosen question number: Question 2(a)  Question 2(b)   
Question 2(c)

'Youth Today'

The younger generation becomes ~~an~~ more and more a part in today's charity organisations as the awareness of the problems in our world have been increasing. Not only the older but also the younger generation starts to feel responsible for what is happening and therefore the amount of young people volunteering in help organisations is increasing.

→

are spread around the world make ~~to~~ the young people feel responsible and create the need in them to help. This makes them feel sociable and makes them wishing to volunteer in the help organisations to help these young children who cannot grow up as we do.

The thrive to help and volunteer is also increased by seeing celebrities who are willing to spend money and build up new charity organisations to help poor families. This shows us that they are only human as well and creates the thought: If they care about the poor families, then so should we! This again creates the need for us to help as we are shown how easily we can make other people happy. As the young people are interested in celebrities and take them as their role model the number of volunteers has increased as so many celebrities are involved in organisations.

Children with a smile on their face makes us happy. This emotion is also in young people. We would do anything to make everyone in the world happy, especially children. So knowing that the younger people have had a happy childhood they have the feeling that other children deserve this too. The pictures of celebrities holding happy children after having helped them, makes the younger people think: "We want



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Turn over ►

to make other people happy, too." Therefore the number of young people volunteering has increased.

Charity events have become an increasing topic not only on large scales through organizations but also at schools in which money is raised to help the world. This also explains why the number of young people volunteering has increased as they practically grow up with the thought of learning to help others. So the rise of money in a school's cake sale already brings up an awareness of our world to the children, bringing them, making them think more socially. It creates exposure on how little one can do, to help and make an immense difference to other lives. This thought helped increase the number of volunteers ~~at the~~ <sup>beyond</sup> young people as they realize at a younger age how important it is to help. So, through the charity events at school the young people are a lot more interested in doing something good to other people.

As already mentioned, the internet has helped to increase the number of young volunteers as a lot more world problems are shown, but especially the internet also helps younger people to especially look at a specific topic in which they are



involved in to help. Therefore the possibility is there to look at organisations and find out more about certain topics to find out how one can help and get involved in. This also shows the young people how serious a situation is and gives them the possibility to look at different organisations and to decide which one is suited best on the topic they are involved in. Therefore the internet also gives the possibility to get involved in specific organisations a lot easier and one can help out much more quickly and the communication with these organisations is a lot easier, too. This also increased the number of young volunteers as people have an a lot easier way to look at what these organisations do as mostly there are videos which help explain and get a better picture of what exactly they would do.

So too. This makes clear that the possibilities to 'get involved' and 'help out' has become a much more important topic as young people are more ~~willing~~ <sup>willing</sup> ~~ready~~ <sup>ready</sup> to help ~~and~~ out. This is due to their better <sup>understanding</sup> ~~knowing~~ of problem areas and how to prevent or help on these due to how much more they learn about it in school as well as how much more information they ~~can~~ <sup>can</sup> get on certain



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Turn over ►

topics through <sup>for</sup> ~~from~~ <sup>example</sup> ~~the~~ <sup>through</sup> the internet. This gives them  
 a much better feeling of ~~where~~ where we are in  
 society and the feeling of having to help. All this  
 helped to increase the amount of ~~people~~ young people  
 volunteering as they want to help out with the  
 perspective on a better future.

| Mark | Commentary   |
|------|--|
| 6    | <ul style="list-style-type: none"> <li>• Some grasp of text structure, with opening and development</li> <li>• Variety of sentence structures used</li> <li>• Quite frequent lapses in expression and grammar</li> </ul> |

Candidate B

~~Question 2(a)~~     ~~Question 2(b)~~   
Question 2(c)

~~Plan~~  
~~Technology~~  
is

Our youth of today is nothing like past generations. There are ~~or~~ simply too many distractions that they face in the 21<sup>st</sup> century.

~~Volunteering can be many~~

Volunteering can be a variety of things: It can range from helping your mum with the washing up ~~or~~ or participating in the Duke of Edinburgh scheme where by ~~you~~

help those less ~~fort~~ fortunate than yourself.

I ~~believe~~. However the younger generations don't do enough to help out others. They are simply selfish. But how does this world help them? The sheer variety of technology and gadgets is too much to cope ~~and~~ <sup>so</sup> people become distracted from things that really matter.

Volunteering is slowly ~~become~~ becoming rare and unheard of. This needs to change. We need to prevent future generations from becoming self inflicted and lazy. I appreciate that times change and everyday new inventions are thrown at ~~us~~ <sup>us</sup>. Something, however that should not change is politeness and manners.

Why not try offering to set the table or do the dusting instead of being nagged. The effort you put in can be minimal, but can result in making people's life easier and happier!

~~21<sup>st</sup> century~~ We live in the 21<sup>st</sup> century, ~~there~~ where by we must pay our own children to carry out household chores. Decades ago it would've been viewed as rude to ask for money. Why not now? It seems we have evolved into an era where politeness is only a means to get your own way. The sad thing is it works. Children have the ability to pull



the ~~look~~<sup>stop</sup> over adults eyes - As adults, they need to ~~prevent~~ this.

The Duke of Edinburgh award is a great opportunity where you can not only try new things but volunteer yourself to help those less fortunate ~~then the poor~~. This system proves that your voluntary actions help make a ~~difference~~<sup>difference</sup>. So many opportunities can come from helping others, yet so little people do so.

If I was to compare my sister's life and mine we'd be here for ages. Despite having only a four year gap, the differences are tremendous. For example thanks to the lack of technology when I was younger I was handed fairly liquid, a scrubbing brush and ~~pointed~~<sup>was</sup> shown the sink, full of all sorts of goodies that I had to wash up.

Now in 2014 majority of households have a dishwasher. Can I just emphasis loading a dishwasher isn't hard nor strenuous... then why is my sister so unable to volunteer her services and help my mum out. That is a significant example right there.

I have always helped the elderly and I always will. My friends, however, won't?

The other weekend a group of us were in tesco's getting a movie and some popcorn, however that



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11

Turn over ►

It is totally irrelevant. Anyway we were walking past the ready meal aisle when I saw an elderly woman struggling to reach something from the top shelf. I instantly changed direction, dropped what I was doing to help her. When I asked what she wanted she pointed and replied "the ~~near~~ cottage pie ready meal, dear". Obviously I ~~got~~ reached ~~for~~ for the pie and put it in her basket. I made sure she didn't need my help before I left. I then turned round to see my friends in hysterics. They found my action of kindness hilarious. As I went red in the face, I felt disappointed that volunteering yourself to help another had become so unusual and weird.

I feel as though it is a young person's duty to repay your parents, family and friends by volunteering every so often. ~~They have~~ I ~~for~~ volunteer every chance I have when I am at home. And I will do so forever because ~~the life my~~ I am so grateful for this life I'm living, doing the hoovering is the least one can do to give back all that has been given to <sup>you</sup> you.

| Mark | Commentary  |
|------|---|
| 9    | <ul style="list-style-type: none"> <li>• Clear communication</li> <li>• Has responded well to the writing task</li> <li>• Clear text structure</li> <li>• Not always in full control of spelling and punctuation</li> </ul> |

### Question 2(b)

(Total = 15 marks)

Candidate A

question with a cross

Chosen question number: Question 2(a)  Question 2(b)   
Question 2(c)

Dear awarding committee,

I wish to nominate Brian Cox as a "Very Special Person". Here's why:  
Brian ~~is~~ Cox has inspired me, my friends and countless  
~~the~~ other people of all ages to ~~take~~ take an interest in  
physics, astronomy and science in general and is a real  
asset to this country.

Inspiring young people most of all is vital for upholding  
both Britain's outstanding reputation in the world for doing  
plenty of science, but <sup>war, is and will be</sup> ~~that~~ it's necessary for the development

of all the amazing ~~tech~~ technology we surround ourselves with and for the fantastic discoveries we have made, are making and will make, ~~but~~ Mr Cox has helped this at the most fundamental level, helping to generate more ~~of the~~ ~~interest~~ ~~of~~ the people with the interest, passion and curiosity required to advance in a society.

Obviously in addition to this, your T.V. series and multiple lectures at the ~~royal~~ Royal Institution in London have also entertained and amazed and interested many of us and has ~~also~~ provided a great service. ~~Thank you~~

When not on the television, he is a professor of physics at Manchester University, educating the next generation of budding scientists, those who will be helping ~~to~~ us to advance our transport, our energy sources and our knowledge in the future. ~~It~~

He has also shown many of us that really, anyone can achieve what he achieved, as he started off not in science but in music, ~~as~~ the pianist of a little-known band called DReem!

I'm sure that you and many of your readers would agree with me that Brian Cox is definitely a "Very Special Person".

Thanks for reading, [REDACTED]

⊗ Not to mention <sup>doing</sup> ~~conducting~~ science himself <sup>a</sup> as member of a team.



at CERN in Switzerland.

| Mark | Commentary  |
|------|---|
| 11   | <ul style="list-style-type: none"><li>• Effective communication</li><li>• Some good use of vocabulary</li><li>• Paragraphs could be further developed</li><li>• Some technical lapses</li></ul> |



Me and my family had lived in Boston but now we were moving to Virginia. My parents said they wanted a change and that is what we are getting.

On the way there I didn't like the forest that surrounded both sides of the road, forests make me feel weird, there is just something disturbing about them.

When we arrived I thought it wasn't that bad.

It would take getting used to.

Once inside I thought there was something strange, it had a weird atmosphere to it.

Later I saw a shadow I thought had moved but dismissed it for lighting problems.

Then ~~later~~ later I saw two human shaped shadows moving, they weren't mine and my family weren't there.



I didn't want to tell them  
because they wouldn't believe  
me

I realised that it wasn't ~~the~~  
true after all, my idiot sister  
had been playing tricks on me.

I think I will do the same thing  
to her but worse, much worse.  
She won't hear the end of it.

| Mark | Commentary   |
|------|--|
| 5    | <ul style="list-style-type: none"> <li>• Spelling and punctuation mostly accurate</li> <li>• Shows some grasp of the purpose of the task</li> <li>• Needs a little more sophistication in terms of text structure</li> </ul> |

Candidate B

question with a cross

Chosen question number: Question 2(a)  Question 2(b)   
Question 2(c)

~~Shadows~~ ~~awakened~~ ~~fire?~~ ~~deserted house~~  
~~15 years~~ ~~since~~ ~~Shadows~~ ~~dark~~  
~~memories~~ ~~sticker~~ ~~light~~

Plants are everywhere.

The garden is a jumble of flowers grown wild, higher than my waist. Vines and creepers criss-cross the moonlight washed stone, reaching up into the night, like a <sup>giant</sup> spiders web of planes. The charred, black beams are silhouetted against the harsh white starry sky.

A ghost-house. The thought comes unwelcome. I shiver. Somewhere up above an owl calls, eerie in the dark night.

My heart pounds as I push open the gate, feeling the frost-covered, icy metal beneath my fingers.

"Don't go in there," I hear my mother call in my memory, "Never go in there, Jane!"

"Why?" ~~I~~ implored. But no one said. No one ever said.

That was the thing about the house. No one ever said anything. ~~We~~ <sup>They</sup> saw it everyday of ~~our~~ <sup>their</sup> lives but they pretended they didn't. It seems I'm the only one who can't look the other way, who can't just walk by.

My whole life I've felt the house pull me like the moon pulls the ocean. Now I'll know, after all this time, what is behind that cracked, wooden door.



I step inside.

The quiet suffocates me and I want to run back home. But I don't.

I take another step and *click!* my torch turns on. A shaft of light in the darkness, illuminating the shifting dust.

~~The~~ Walls are peeling, furniture is battered and ~~the~~ <sup>the</sup> furniture floor creaks with every step I take. The wind whistles and howls through the house, raising the hair on the back of my neck.

It isn't just the wind though. Something about this place is so unloved, so deserted, and so wrong. Fighting back the urge to scream I enter a room with smashed-up windows.

Dust-covered cobwebs drape from the ceiling and the furniture lies broken floor. Broken chair legs, vases and old photographs <sup>lay</sup> discarded, forgotten.

The ~~moving~~ trembling light of my torch, shakes across the room. ~~So~~ So much so the shadows could almost move, growing, changing.

My torch goes out.

Screaming and shaking I run from the house. *Faster, faster!*

Now I know the secrets of the house.



P 4 3 0 3 8 A 0 1 1 1 6

~~Now~~ Now I know why we pretend we don't see.  
Because for a moment I did see. Just as  
my torch ~~was~~ died, like a candle in the  
wind.  
The shadows. It's in the shadows.

| Mark | Commentary   |
|------|--|
| 14   | <ul style="list-style-type: none"><li>• Atmospheric</li><li>• Well-crafted</li><li>• Varied vocabulary and sentence structure</li><li>• Few technical errors</li><li>• Sophisticated control of text structure</li></ul> |