



GCSE English Language Model Answers:

English Language (8700) (NEW SPEC) June 2022

Paper 2

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Q1.

- A
- C
- D
- H

**Examiner report:**

- The answer **selects** the correct statements from the specified lines in the text - lines 1-9.
- This question assesses **the first part of AO1** - identify and interpret explicit and implicit information and ideas.

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Q2. In Source A, it is clear that the campsite described is **artificial and intended for human consumption and enjoyment**. This is shown through the facilities that the campsite offers, including the **'pool'** and the **'table tennis hut'**. Therefore, it is clear that the focus of this campsite is to please any guests, and to give them both **comfort and relaxation**.

However, **in stark contrast** to Source A, there is no designated campsite created prior to the writer's arrival in Source B; the writer and his fellow campers have to **find a suitable area themselves** and fashion a campsite out of their natural surroundings. This is shown through the quote **'The whole group is tasked with the foundation of a new house'**. Whilst the people in Source A view camping as comforting, it is evident that the writer in Source B views the task of building his own campsite from scratch as a **challenge**, shown in lines 11-18, where the process of erecting a camp is presented in great detail. In addition, the writer of Source B **criticises the effect that mankind has had on nature**, by saying that **'Man has wrought his usual wrong upon Nature'**. This, in turn, directly contrasts the campsite portrayed in Source A, where nature has made way for man-made facilities.

Despite this, the difference in the preparedness and set-up of the campsites is not reflected in the damage inflicted upon them by the weather. In both sources, **the writers comment on the devastation caused by the storm**. For example, in Source A, the writer describes how the campsites **'turned into a series of streaming rivers.'** Similarly, in Source B, phrases such as **'the**

roof appears to be a discriminating sieve' and 'the woods are soaked' help to effectively portray the negative effect of the weather.

#### Examiner report:

- This answer assesses **both parts of AO1** - identify and interpret explicit and implicit information and ideas, and select and synthesise evidence from different texts.
  - The answer illustrates a detailed interpretation of both texts, and makes **inferences** about the differences between the texts. This is **signposted** to the examiner with phrases such as 'in stark contrast'.
  - The answer uses **textual detail** from **both** sources, which provide **evidence** for their point.
  - **Perceptive differences** about the camping sites are identified and **explained** fully.
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Q3. One of the ways that the writer uses language is through **onomatopoeia**, with the use of words such as 'squall', 'slammed' and 'rumble', helping to portray the campsite as a **cacophony of noise**. This **connotes** that the setting is full of chaos and disruption, and that the storm is the cause of this. The **aural imagery** helps the reader to visualise and almost **hear the events described**, causing them to feel as if they are involved in the text and are witnesses to the disturbance caused by the storm. Furthermore, the words listed above all have **negative associations**, which **lend a foreboding presence to the scene** and build tension, by warning of the possible danger to come.

In addition, the writer uses **personification** in the phrase 'the storm was circling' to show that the storm is harmful. Through the use of the verb 'circling', the storm adopts a human presence, one that is unsettling to the reader. As we know that the storm falls upon the campsite dwellers, this verb 'circling' takes on a **rather predatory significance**, giving rise to the feeling that the storm is both **in control of the situation** and **looking for any potential prey**. Moreover, the word 'circling' entails a sense that the **people in the campsite are getting trapped by the storm**, which leaves the reader feeling a sense of sympathy for them. Finally, we are told of the storm's intentions to 'do its worst', which reinforces **its ability to act with human emotion and aims**, whilst simultaneously stressing the course of destruction it is preparing for.

Moreover, the rain is described as falling in 'thick, steady drops', reinforcing the strong impact that they will have upon the campsite visitors. The use of these **adjectives** help to **accentuate the power and physical strength** of the rain drops, whilst also stressing their unrelenting nature. Their power is further highlighted by the use of the word 'metallic' to describe their sound upon hitting the ground. This once again **reiterates the weight of the raindrops**, and further hints that the **storm is undergoing a supernatural and animalistic transformation**.

### Examiner report:

- In this question you will be marked on **AO2** - explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
  - **A range of language techniques** are identified, such as personification and onomatopoeia..
  - Supporting **evidence** from the text is selected from the **specified lines** of text.
  - The **effects** of each language technique are **perceptively analysed** using a range of sophisticated subject **vocabulary**.
  - Different parts of the answer are clearly **signposted to the examiner** using connectives such as 'In addition' and 'Moreover', and a sentence at the end **links** back to the question.
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Q4. The writers of both sources confirm that experiences, and especially the weather, on their individual camping trips have changed their moods and their outlooks on camping in general. For example, before her camping trip, the writer of Source A describes holidays as being directed by 'malevolent forces hell-bent on wreaking chaos'. This metaphorical and hyperbolic language hints that the writer views holidays as a chore and a 'hell on earth', somewhat contradicting the normal concept of holidays as relaxing. And yet, further on in the source, we begin to see the writer's contempt for holidays and camping start to dissipate. She describes her experience of skimming stones across the river as one of 'the simplest things that provided the greatest pleasure'. However, it is not until the end of the source that we observe the full transition of the writer's opinions. Although her prediction has come true, that these 'malevolent forces' were now in play, the writer now portrays her experience as 'deliciously spine-tingling' as 'hell rained itself' down on her. At this moment in time, despite returning to the metaphor of holidays as hellish, it is clear that the writer is enjoying the holiday, fuelled as she is by adrenaline and exhilaration. Moreover, the oxymoron of 'deliciously', alongside 'spine-tingling', reinforces the mixed and slightly differing emotions the writer has towards camping as the source progresses, with the adverb 'deliciously' suggesting that the writer now has a craving for camping holidays.

Whereas Source A adopts a more pessimistic view towards holidays initially, the writer of Source B is evidently excited at the prospect of going camping, shown through the metaphor of the campsite as a 'paradise'. Furthermore, the alliteration in the 'sweet song' of the birds offers up an almost utopian setting, one that is distinctly different to the idea of holidays as 'hell' depicted in Source A. However, similarly to Source A, the writer of Source B's attitude changes due to the weather, but albeit in opposite ways; this time, it switches from bad to worse as spirits are dampened due to the rain. This is shown in the text through the use of short, simple sentences in lines 35-38, such as 'The morning opens cheerless' and 'There is no chance of going out'. The effect of this is that it creates the feeling that the writer is out of breath, leading to an exasperated tone, accurately representing the writer's feeling that he is fed up. Furthermore,

the writer's disappointment is propounded by the use of the simile 'like sheep, we are penned in the little hut', which creates the impression that the writer is trapped inside due to the weather, in complete opposition to the freedom that is normally afforded to campers. The emotion presented here stands in contrast to Source A, where the consequences of the weather enabled the writer to warm to the idea of camping.

In conclusion, the writers of the sources describe their experiences of and attitudes towards camping, which change due to the consequences of the weather. Source A uses metaphors and juxtaposed language to convey the writer's fondness towards camping as the text progresses, and likewise, Source B also uses metaphorical language and similes to show how the weather on his camping trip changed for the worse as the weather turned.

#### Examiner's report:

- This answer assesses **AO3** - compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Compares ideas and perspectives in a **perceptive way** by **analysing** how the writers use methods to portray feelings and perspectives.
- A range of supporting **evidence** is selected from **both** texts.
- Shows a **detailed and perceptive** understanding of the different ideas and perspectives in both texts.
- The answer is clearly **signposted** to the reader through phrases such as 'Whereas' and 'In conclusion'.

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Q5.

Holiyay or nay?  
By Emma Rutts

Plagued by a constant desire to satisfy their followers, the so-called 'influencers' have done exactly that: they have influenced. Not in a positive way. Every young person, scrolling through the various social media platforms, come to the same irrevocable conclusion that to have a good time, one must jet off to a faraway country where the internet is the ruler of the world. What happened to the beautiful delights, dotted around the UK, just waiting for tourists to uncover their secrets?

#### UK Treasures

Some locations in the UK boast some absolutely spectacular sights, such as Stonehenge, where you can dive into prehistoric times, or if you want to resort to relaxation, beaches in Cornwall offer up the epitome of an escape from the effervescent and energetic life of the city. Staycations, as they are so aptly called, help to tighten the strings of a parent's mindful pockets and help to save their well-earned money, which would otherwise be spent on some additional

baggage allowance, or on extra leg room; anything to appease the begging cries of children, anxious to fly away to sunnier shores. And this is the **crux of the matter**: does the effect of the break from work really change depending on how far you travel?

### A different perspective

True, travelling abroad for some can be a life-changing experience; one where you get to learn about different cultures and really get a completely different view of life. Furthermore, can one really relax in English weather, knowing that at any moment the clouds can form overhead and weep its misery? It goes without saying that there is no better place to relax than in the sun, spirits constantly rising with the optimism of a potential tan. Being in a different country, enjoying a wholly different climate and acclimatising to a new way of life is surely the perfect break from everyday life. Advocates of this idea, including Mr Brett Abroade, suggest that holidays that 'offer a different way of life' are 'essential for rest and recuperation in order to maximise work effectiveness'.

Armed with their one chance at life on Earth, people should have the choice to travel anywhere they want to; at the end of the day, holidays are taken to ensure a break from everyday life. Who are we to judge where happiness lies for people? However, as a strong advocate for the UK, happiness can undoubtedly be unlocked within our shores.

### **Examiner's report:**

- In this answer, you will be marked on **AO5**: content and organisation, and **AO6**: technical accuracy.
  - **AO5**: the student has employed **convincing and compelling communication** through a range of language techniques such as rhetorical questions and personification.
  - **AO5**: the answer's **tone, style and register** are accurately matched to the purpose and audience of an article.
  - The answer uses **sophisticated vocabulary** such as 'acclimatising' and 'effervescent'.
  - **AO6**: the student has used a wide range of punctuation, including colons and semicolons.
  - **AO6**: the student's spelling, including of ambitious vocabulary, is accurate.
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