



GCSE English Language Model Answers:

English Language (8700) (NEW SPEC) Nov 2020

Paper 2

Q1.

- They had been on the mountain for at least five days.
- There were no more uphill sections to climb.
- The climbers were feeling more positive now than they were before.
- On the ice cliff, the climbers had felt overwhelmed by despair.

Examiner report:

- The answer **selects** the correct statements from the specified lines in the text - lines **1 to 4**.
- This question assesses the **first part of AO1**- identify and interpret explicit and implicit information and ideas.

Q2. In Source B, we are told Marius is a 'local guide' and therefore is paid to ensure the safety of the climber he is supporting, whereas in Source A, Simon is the 'companion' of Joe, which suggests a more equal partnership. Within this, the tone of Source A suggests that Simon is less careful with Joe's comfort while lowering him down the mountain. This is seen in the comment 'despite my cries of alarm and pain, he had kept the pace of descent going', which indicates that whilst Simon is responsible for the safety of his companion, he is not as concerned with his comfort.

Conversely, in Source B, the reader gets the sense that Marius is concerned with the comfort of Gertrude, as well as her safety. Gertrude describes how Marius had 'kindly put my rug in a corner of the floor' and later she describes how Marius 'literally pulled me up like a bear'. The simile in 'like a bear' directly compares Marius' strength to that of a bear, and the connotations of this are that Gertrude feels very secure that Marius' strength is sufficient to pull her up the mountain. This directly contrasts with Source A where Simon is described as journeying his companion down the mountain with many an 'abrupt jerk' causing 'cries of alarm and pain'. This suggests that Marius, perhaps due to being paid, is very hospitable and cares deeply about Gertrude having an enjoyable experience. However, in Source A, this seems less apparent in Simon's actions.

Furthermore, another difference between the two characters is the way they converse with their companions and what this reveals about their time constraints on the trip. In Source A, Simon adopts a no-nonsense approach to speaking with Joe, focusing on the task at hand with phrases such as 'right, let's do it again' and 'nothing to wait for, come on'. This suggests that whilst he cares about the safety of Joe, he is aware of the task at hand and values getting it done fast over Joe's comfort. In Source B however, it is apparent that Marius is in less of a rush. He speaks 'calmly' to Gertrude, calling her 'Mademoiselle' and letting her 'sleep for half an hour' at the summit. The text contains a lot of specific and accurate temporal references which suggest that the journey went on for a while. Conversely, the temporal references in Source A suggest a more hurried approach, such as 'at this rate, we should be down by nine o' clock'. Therefore, it can be seen from both texts that Simon and Marius differ in their priorities in regards to time.

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 two characters from the texts. This is **signposted** to the examiner with phrases such as '**this suggests that...**'.
 - The answer uses **textual detail** from **both** sources, in the form of quotes, which provide **evidence** for their point.
 - **Perceptive differences** about Simon and Marius are identified and **explained** fully.
 - The student has **signposted to the examiner** by using phrases such as 'conversely' and 'difference' in order to **link** back to the question.
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Q3. In Source A, the writer uses a range of language techniques to describe how he feels. The metaphor 'a wave of nausea and pain swept over me' is used by the writer to highlight the all-encompassing nature of the pain he is feeling. The use of the word 'swept' in this metaphor suggests that the pain is consuming him, and covering his entire body, as if he is unable to escape it. Furthermore, the pain sweeping over him suggests that it happened quickly and suddenly, which allows the reader to physically imagine the nature of the pain he is in, and empathise with this strong feeling.

Alliteration in the phrase 'three faint tugs trembled the taut rope' adds rhythm to the text, and increases its pace. This reflects the desperation and tension he is feeling to get down the mountain, and by increasing the pace of the text this allows the reader to experience this same tension. The use of the verb 'trembled' directly describes the rope, but the connotations are that the rope directly reflects how Joe is feeling - he is trembling in agony and fear. Thus, the use of alliteration here is used to highlight to the reader the fear Joe is feeling, and to try to immerse the reader in it.

Moreover, the writer uses personification in 'freezing blasts of snow biting into my face' in order to highlight to the reader not only how cold the snow was, but also how welcome this was in comparison to the burning of his knee. The use of the phrase 'biting' is extremely vivid, and personifies the snow to be biting into Joe's face, which allows the reader to imagine how painfully cold the snow was, that it felt like it was biting him. Furthermore, the juxtaposition between the 'burning' of his knee and the ferocity of the cold of the snow, further highlights the relief he would have felt at the snow 'biting into his face'. Joe states that he was 'glad' of the snow biting into his face, therefore highlighting further how painfully hot the 'burning' in his knee was. Thus, the writer uses personification to illustrate how intense Joe's feeling of pain was, and consequently the pain of the cold from the snow was welcome.

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 metaphors.
 - Supporting **evidence** from the text is selected and presented in the form of direct quotes 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 'furthermore' and 'therefore', and a sentence at the end **links** back to the question.
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Q4. In Source A, the writer is clearly in turmoil throughout, and the purpose of the text is to shock the reader by keeping them on a cliffhanger regarding the writer's safety. We can see this through the writer's use of varied sentence types; for example the short sentence 'I waited for him to make up his mind' builds tension in the narrative and leaves the reader on edge about what might happen next, mirroring how the writer is feeling. This short sentence slows down the pace of the narrative, further contributing to the building tension, and highlights how terrified the writer is feeling. Following this, the writer employs a complex sentence, seen in lines 10 to 11. This speeds up the tempo of the narrative, and portrays to the reader how out of control and panicked the writer is feeling by not including a break in the sentence. Therefore, the writer of Source A uses sentence structure in order to manipulate the pace of the text, in turn reflecting his feelings of tension, and anguish.

By contrast, in Source B, the writer's tone is considerably more calm, and the purpose is to reassure the reader, stating early on that they 'had descended safely'. The writer uses considerable temporal references, such as 'at 1.30' and 'the night lasted from 8 till 12'. This portrays to the reader that the writer feels comfortable on their trip, which is progressing at a leisurely pace. Furthermore, by constantly informing the reader of the time during the account of the trip, we are reassured that the trip is progressing as it should be, and we get the sense that

the writer is content with this pace. Therefore, in Source B, the tone of the piece is much more calm and measured, thus we can infer that the writer is feeling calm and relatively relaxed on their trip, and the use of temporal references contribute to this.

In Source A, the writer uses considerable negative emotive language to describe their turmoil when descending the mountain. Emotive verbs such as 'howling' and 'screaming' are used to portray how strong the pain the writer feels is, and the sensory aspect of this allows the reader to imagine the noises of suffering being emitted. Furthermore, the emotive sentence 'I swore Simon's character to the devil' is deliberately hyperbolic, and highlights to the reader how angry the writer is feeling towards his friend. The use of the 'devil' in this creates a comparison between the writer's companion and the devil himself, and shocks the reader that Joe could make such a severe connection.

By contrast, in Source B, the writer uses emotive language with considerably more positive connotations in order to portray their relaxed feeling towards the climbing trip. Language such as 'beautiful red sunlight' is used to create a vivid picture in the reader's mind, and also illustrates that the trip was progressing in a leisurely fashion, so much so that the writer is able to take in the picturesque landscape. Furthermore, the writer uses descriptive adjectives such as 'tedious' to portray the slow and steady ascension of the mountain; so steady that it was boring. This directly contrasts with Source A's harsh and quick descending of the mountain, characterised by pain.

Overall, the writers of Source A and B manipulate language and structure in different ways, in order to illustrate their contrasting views and feelings regarding their respective trips.

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. For example, varied sentence types and temporal references.
 - 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 'in Source A' and 'by contrast'.
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Q5.

The dark side of jetting off

The truth about what our love for summer sun is doing to our society

8/8/22

By Susie Peep

To many, travelling around the world, seeing new, exotic places and all the while relaxing with friends or family might seem like heaven on earth. However, is it really worth it, given the harm it is doing to us and our planet?

Firstly, aeroplanes and travelling has a profoundly negative effect on the environment. The CAA recently reported that 'aviation aircrafts have a significant and profound effect' on greenhouse gas levels, and in 2021, over 30% of the earth's greenhouse gases were the product of commercial and private aeroplanes. This figure is colossal, and is being caused by completely avoidable and unnecessary travel. If we are not careful, our beautiful planet will be completely destroyed by this vapid and selfish overconsumption.

Furthermore, the implications of travel on our economy cannot be ignored. Travelling abroad every summer; family after family, couple after couple, endlessly jetting off to burning hot destinations every summer and leaving UK highstreets barren and bare. If reliable punters are away basking in foreign sunshine during peak season, where does that leave UK businesses? Before long, we could see a mass epidemic of shutting shops, boarded up bars and closed down cafes.

If this isn't the future you want for yourself and your children, then I implore you: think before booking that flight.

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 alliteration and rhetorical questions. These have the effect of being **persuasive**.
 - **AO5**: the answer's **tone, style and register** are accurately matched to the purpose and audience of a news website article, and a headline and subheading are included to reflect this.
 - The answer uses **sophisticated vocabulary** such as 'vapid' and 'colossal'.
 - **AO6**: the student has employed **varied structural techniques** such as listing and varied sentence structure.
 - **AO6**: Paragraphs are **fluently linked**, with integrated discourse markers.
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