



GCSE English Language Model Answers:

English Language (8700) (NEW SPEC) Nov 2018

Paper 1

Q1.

1. The jungle is large.
2. Musical sounds fill the air in the jungle.
3. Pterodactyls soared in the air.
4. The jungle is misty.

Examiner report:

- This question assesses the **first part of AO1**- identify and interpret explicit and implicit information and ideas.
 - The information is **correct** and the student has read the source carefully
 - Only information from within the specified lines has been used in the answer.
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Q2. The writer utilises an **extended metaphor** in order to describe the enormous power of the T-Rex. He states that the dinosaur is 'a great evil god'. This **personification demonstrates that the T-rex is all-powerful, with no morality**. Use of the metaphor is complemented by the **trio structure** which describes the 'great oiled, resilient, striding legs' of the creature. The list emphasises the absolute power and dynamism of the T-Rex, indicating that it is almost machine-like in its ability to move forwards quickly. Additionally, the **great size of the T-Rex is indicated by the verb 'towered'**, which suggests that it imposes itself on the landscape, standing tall above the trees.

Imagery from the **semantic field of war** is used to describe the **physicality of the T-Rex**. The writer states that its legs were 'sheathed over in a gleam of pebbled skin like the armour of a **terrible warrior**'. The imagery evokes an extensive sense of defence, whilst the **simile of the armour** conveys the idea that the **T-Rex is prepared to fight anything in its path**. Moreover, the

dinosaur is said to have 'teeth like daggers'. This simile is suggestive of the sharpness of the creature's teeth and feeds into the semantic field of war, as a dagger may be used as a weapon. Lastly, the juxtaposition of fragility with features indicative of the T-Rex's power creates a clear contrast which demonstrates the true might of the dinosaur. Within the text it is said that 'two delicate arms dangled', suggesting a possible weakness, however, it is then stated that the hands 'might pick up and examine men like toys'. In this way, the stark contrast between the fragility of the arms and the magnitude of the actions they can perform furthers the description of the immense power wielded by the T-Rex.

Examiner report:

- This question assesses you 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.
 - **Language techniques** such as extended metaphors, personification and juxtaposition are recognised when addressing the description of the Tyrannosaurus Rex.
 - The **effects** of these techniques on the reader are analysed and explained in depth.
 - Detailed **evidence** in the form of well-integrated quotes are incorporated into the answer.
 - Points are **fully expanded** and **linked back** to the question.
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Q3. The writer employs a range of structural techniques to keep the reader interested in the text. Through the use of a simile, the setting appears noisy, as 'sounds like music and flying tents filled the sky'. Tension is built through the use of dialogue, as Mr Eckels states that he is 'shaking like a kid', subsequently the reader begins to share in the excitement. The writer then shifts the attention of the reader through the adverb 'suddenly' as all sounds stop immediately. Tension then mounts due to 'A sound of thunder'. Since the source of the sound is withheld from the reader, they are encouraged to read further, leading to the revelation of the T-Rex.

The introduction of the T-Rex coincides with a quickening pace within the text. The depiction of the creature begins at the bottom, detailing its legs and thighs before moving upwards towards its torso and head. This structuring would grasp the attention of the reader as it mimics how Mr Eckels and Travis are seeing the dinosaur, as they stand on the ground and begin to take in its true size. As the description continues, the sentences depicting the dinosaur are shortened, 'It closed its mouth in a death grin'. The sentence length compliments the idea of death, as the end appears to be near.

Towards the end of the extract, the characters' utterances break up the description of the T-Rex. The assertion that 'there's red paint on its chest', is immediately followed by 'The Tyrant Lizard raised itself'. This deliberate interspersion of dialogue and description allows the reader to see Mr Eckels' and Travis' realisation that they have met their match. The fate of the characters

appears bleak as the writer refers to the dinosaur as 'The Monster', within the final two paragraphs. Interestingly, the final paragraph consists of a single sentence. The writer states that the 'Tyrannosaurus fell', indicating a resolution to the plight of the characters.

Examiner report:

- This question assesses you 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.
 - The answer shows a perceptive understanding of **structural features**, and a number of these are identified with **evidence** from the text.
 - The **effects** of these structural features are adequately analysed and the points are **explained** fully.
 - The answer uses sophisticated **subject specific language** to explain the points.
 - The student has **accurately signposted** to the examiner the structural techniques they are discussing and the effects of these through phrases such as 'shifts the attention' and 'deliberate interspersing of dialogue and description'.
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Q4. Mr Eckels' emotions fluctuate between excitement, panic and calm throughout the text. Initially, he is excited, evident in the simile, 'I'm shaking like a kid', as children are known for being unable to control their excitement. Panic becomes increasingly apparent through the extract, as Mr Eckles' physicality shows his nervousness. The writer shows the switch from excitement to panic through use of the active verb 'twitched' as moving in this way is often an involuntary response to nerves. After seeing the dinosaur, it appears that Mr Eckels reaction is somewhat calm, as he accepts defeat. He gives a 'considered opinion' that the T-rex 'can't be killed'. His weapon is compared to 'a toy gun' through simile demonstrating that he is inadequately equipped to deal with the situation. In this sense, panic is not immediately apparent as he has time to weigh the evidence and think. Thus, the statement is partially undermined as a panicked man would not be able to consider the situation in a rational manner.

As previously mentioned, panic does indeed set in, but this takes place after the initial encounter, once the men realise that the T-Rex has seen them. The gory nature of the creature is heightened, as it has 'armoured flesh [...] crusted with slime'. A multisensory depiction of the sight, but also the 'stink of raw flesh', conveys the disgusting and fear-inducing appearance of the T-Rex. Subsequently, the reader sympathises with the plight of the men as the depiction of the T-Rex is truly monstrous. The impact of this on Mr Eckels is clearly notable, as his rational thought declines, he simply states an imperative, 'Get me out of here'. Moreover, his verbal communication is then reduced to a 'grunt of helplessness', the decrease in capability is indicative of his panicked state. His lack of clear communication, in comparison with the earlier dialogue shows a shift in attitude. Lastly, the degree of panic Mr Eckels experiences is obvious

through his disjointed movements, he 'took a few steps, blinking, shuffling'. Behaviour such as this is indicative of true panic and a feeling of being overwhelmed.

Overall, I would agree with the statement, as despite Mr Eckels' initially measured response to the situation, it is apparent that he succumbs to panic later within the text. The shift can be clearly witnessed through the breakdown in his movements and lapse in communication.

Examiner's report:

- This question assesses you on **AO4** - evaluate texts critically and support this with appropriate textual references.
 - The answer develops a **convincing and critical** response relevant to the statement in the question.
 - The student shows a perceptive understanding of the **writer's methods**, for example the use of simile and attention to multisensory depictions of the dinosaur.
 - The student has **evaluated critically** and in detail the **effects** of the writer's use of language and their methods on the reader.
 - A range of judicious **textual detail** from the source has been selected which adequately supports the points being made.
 - **Keywords** from the question such as 'reaction' and 'growing panic' are used in order to **signpost** the answer to the examiner.
 - A short **conclusion** is reached in order to signpost to the examiner what has already been argued throughout the answer.
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Q5.

- a) Streaks of sunlight streamed in through the large windows above the terminal desks and onto the cool marble floors. A crisp voice sounded over the tannoy system, 'All passengers for train 3XC921 must report to departure gate C immediately'. The crowd moved as a shoal of fish, coordinated and calm. The vast array of clothing shattered the overall cohesion of the group. Men in togas, women in Baroque gowns and even a family in full space suits, all made their way efficiently through the terminal building. A red neon banner flew in a ticketed strip above their heads detailing all upcoming departures from the Time Zone Terminal. 'Final Call' said the voice. The sheer volume of languages created a buzz which echoed around the expansive hall. Hands reached for ticket stubs buried deep within pockets. The ticking clock, a time bomb, towered above as they reached the barrier.

Lucy began scrabbling for her ticket. She checked her rucksack, turned out her jean pockets and rooted around in her jacket. It was gone. But where? She'd had the ticket at

the market and had put it somewhere safe for later. Surely it couldn't have gone missing? She dropped back from the group and repeated her search but to no avail. Then the realisation hit. She'd have to face them, going under the radar was no longer an option for her.

The guards were dressed smartly, in red and black uniforms, lined with silver buttons. They commanded respect and stood with such confidence that Lucy began to tremble as she approached. She took a moment to plan what she was going to say, but when she went to speak all that came out was a garbled mess. 'NO TICKET NO ENTRY!' boomed the response. No. She was stranded. Stuck in the dimension between space and time. She had to find that ticket. Her life depended on it.

Examiner report:

- This will be marked on **AO5** - content and organisation- and **AO6**- technical accuracy.
- **AO5:** The answer's communication is **convincing and compelling**, and the tone, style and register are suitable to the **purpose** of a **description**.
- There is use of **extensive and ambitious vocabulary** such as 'Baroque' and 'cohesion'.
- The answer employs a varied use of different **language techniques**, such as simile, metaphor and sibilance.
- A variety of **structural features** are used, including simple and complex sentences.
- **AO6:** The answer uses a **wide range of punctuation** including commas and exclamation marks and there is a **high level** of accuracy with **spelling**.
- Complex and compound sentences show secure control of **complex grammatical structures**.

- b) Debris from the looming billboard fluttered in the wind. Charred remnants of collapsed buildings were strewn across the inky black skyline. The expansive black void had swallowed the city whole. Civilisation didn't exist anymore. Tyler searched through the rubble, in search of any kind of food. It had been days since his last meal. Out of the corner of his eye he spied the familiar purple metallic packaging, blackened by the most recent bombing. It crackled in the wind, taunting him. Without a moment's thought he lunged for the Boost bar, tearing off the packaging and devouring the entire thing in a matter of seconds. Smooth caramel danced across his tongue as saliva pooled in his mouth. It had been his favourite when he was younger. But that was a long time ago, before the war. He shivered. The elation of his discovery was short lived and hunger began to claw at his stomach almost immediately. He knew he must keep moving North, away from the blast zones where everything had been destroyed, but the thought of the journey and his waning strength was almost too much to bear.

He took a deep breath and pulled his raggedy coat tighter around his bony shoulders. The threat of war had always been there, but it had felt so far removed. It was all down to the election. The debates had been broadcasted on the enormous 3D screens in the

city, but Tyler had paid no attention. He had been too busy, swept up in his big move to the city. He should have known that the promise of peace was no match for the prioritisation of the economy. 'MORE JOBS MORE WEALTH!' screamed the advertisements for Justco Corporation. Pure Evil. Overarching greed had propelled them to the political forefront and nobody could have foreseen the damage. The only jobs Justco had provided had sent people off to a war, never to return. By the time people realised what their vote had done it was too late. The totalitarian rule and forced conscription meant that the population had no escape. It had seemed like a nightmare at first, until the day they came to take Michael.

He carried on through the streets. Anything of value had been gutted and sold on by looters months ago. Nothing stirred in the silent shadowy wasteland. Something within Tyler spurred him towards his old neighbourhood. He wanted to say goodbye but it was unrecognisable. Neon signs which had once glowed brightly advertising a variety of Buzz products were burnt out and crumbling. The once tall glass apartment building crunched under his feet as he made his way to his home. He rounded the corner for one final time, preparing to say goodbye. Suddenly, he stopped. Three bikes had been left running by what was left of the path. Panic rose in his chest. Looters? Bandits? Murderers? He hadn't seen another person in almost 3 months.

Examiner report:

- This will be marked on **AO5** - content and organisation- and **AO6**- technical accuracy.
 - **AO5:** The answer's communication is **convincing and compelling**, and the tone, style and register are suitable to the **purpose** of a **description**.
 - There is use of **extensive and ambitious vocabulary** such as 'subsequent' and 'totalitarian'.
 - The answer employs a varied use of different **language techniques**, such as onomatopoeia and metaphor.
 - A variety of **structural features** are used, including the use of temporal references and the rule of three.
 - The **paragraphs are fluently linked** with seamlessly integrated **connectives**.
 - **AO6:** The answer uses a wide range of **punctuation** including exclamation marks and commas, and there is a high level of accuracy with **spelling**.
 - Complex and compound sentences show secure control of **complex grammatical structures**.
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