



GCSE English Language Model Answers:

English Language (1ENO) (NEW SPEC) November 2017

Paper 2

---

Q1.

1. Clouds
2. The ocean

**Examiner's report:**

- This question assesses **AO1** - 'identify and interpret explicit information and ideas'.
  - The answer addresses the question by identifying two sights the writer sees in the text, based on the **specified lines** in the question: lines 1-5.
- 

Q2.

Example from the text: 'getting used to'.

How the writer uses language: The writer uses verbs to show that it is a new and unusual feeling.

**Examiner's report:**

- This answer assesses **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 selects a **relevant example** from the correct lines of text (6 to 10) to show how the writer uses language to show the sensation of feeling weight.
  - The student has correctly identified the **technique** (verbs) that the writer has used to convey the sensation.
-

Q3.

At the beginning of the extract, Aldrin uses positive and expansive terms to describe the 'bank of clouds as big and lush as the ocean they covered'. The adjectives 'big' and 'lush' suggest that Aldrin is happy to return - it is a 'welcome change' from the contrastingly dark and empty 'starkness of space'. The writer's use of descriptive adjectives engages the reader as the scene becomes more vivid and they are encouraged to engage with Aldrin's emotions as he feels 'welcome' back on earth.

In addition to emotions, the writer engages the reader by describing sensations. The alliteration of phrases like 'sniffed to smell it' and 'hung heavily' serves to sustain the reader's interest in the text; while the frequent references to the senses in phrases like 'I could see' and 'I sniffed to smell it' engage the reader by encouraging them to almost see through Aldrin's eyes and share in his experiences. Aldrin uses longer paragraphs to describe these sensations and experiences in detail so that the reader can get an insight into how he felt physically as he 'floated' down through the clouds, then 'landed with all the grace of an old freight elevator'. This hyperbolic description of the landing, in which the wave height appears much greater than it actually is, draws the reader into the action as they understand the sights, sounds, and physical feelings that Aldrin experienced.

Towards the end of the extract, Aldrin uses shorter paragraphs to reference specific events and actions. The short sentences in Neil's dialogue as he radios the Naval Air Force are particularly significant in engaging the reader, as they break up the long description of events and draw the reader further into the action by engaging the sense of sound. This dialogue also provides a contrast to the dramatic nature of the landing, as Neil says 'Everyone okay inside' to indicate their safety. The dialogue leads to the resolution of the return journey to space, and Aldrin clearly signposts this with the impactful short sentence 'It was over.' The reader is left with a sensation of relief as they realise that the astronauts are unharmed despite the atmosphere of discomfort and tension built during the description of the landing.

Aldrin's extreme emotion in response to his journey to space ending is highlighted by a repetition of negatives as he recalls that there were 'No exclamations, no slaps on the back. No handshakes.' The repetition of 'no' indicates that Aldrin perhaps expected more at the end of the journey, and is disappointed that himself and the rest of the crew 'sat in silence' with no fanfare. The reader, who has almost shared in the landing throughout the extract, is likely to sympathise with Aldrin and share his feelings of disappointment.

#### Examiner's 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.
- The student has confidently analysed the **impact** of the text on the reader, sufficiently analysing both **language techniques**, such as sensory descriptions, and **structural features**, such as sentence and paragraph lengths.

- Relevant **evidence** from the text is used to clarify the points made. A combination of direct quotations and references to specific passages in the text, such as ‘Neil’s dialogue’, are judiciously selected and used effectively to answer the question.
  - The student regularly **signposts** to the examiner that they are engaging with the question, using phrases like ‘sustain the reader’s interest’ and ‘engage the reader’.
- 

Q4.

The writer says that it is ‘wonderful to be back in the fresh air’.

**Examiner’s report:**

- This question assesses **AO1** - ‘identify and interpret explicit information and ideas’.
  - The answer provides **correct information** and a quotation that is directly relevant to the question.
  - Note that a quotation is not strictly necessary to answer this question; students may provide **evidence from the text** in their own words.
  - The answer addresses the **specified lines** in the question: lines 22-27.
- 

Q5.

Peake uses superlatives to show his excitement when he describes the landing as the ‘best ride...ever.’

**Examiner’s report:**

- This question assesses **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 indicates one way the writer uses to describe his experience, and it suggests the **effect** this creates.
  - The student has **only** commented on the passage shown in the question.
-

Q6.

The writer immediately engages the reader using Peake's exclamative quotation 'Incredible!' at the start of the extract. The use of an exclamation alerts the reader to take interest in the article and read on, while the use of a quote allows them to engage with Peake's emotions and his perspective as the central protagonist of the article. His 'joy' and positivity as he describes his return to earth as 'wonderful' is extremely effective in engaging the reader, as he comes across as an admirable or even heroic figure. Peake appears extremely brave and positive in the face of an experience that others have likened to 'going over Niagara Falls in a flaming barrel'- a dangerous and terrifying feat.

Yet the writer's use of quotations from Peake make him seem more ordinary and relatable, as he hopes for 'a pizza and a cold beer' upon return to earth and he is greeted by people like 'friends' and 'colleagues'. These small personal details encourage the reader to consider Peake as a normal person rather than a heroic astronaut, and the use of quotations breaks up the more factual, technical information that some readers may find dull.

The writer also keeps the reader engaged through the use of technical jargon, organisation names, and abbreviations. The frequent use of terms like 'NASA', 'ISS', and 'g-forces' give the impression that the writer is knowledgeable on the topic, and can provide interesting and accurate information to the UK Space Agency magazine readership. These readers are also likely to appreciate the specific details of the landing, including the date and the country 'Kazakhstan' where it happened. These details allow the reader to learn from the article, but they are also effective in helping readers to picture the landing more clearly as they understand its wider context.

Readers may also be engaged by the technological details explained in the article. Impressive statistics like the rapid '28,000 km/h' atmosphere entry speed and the ability of the 'heat shield' to 'handle temperatures of up to 16000°C' are likely to leave readers in awe at the capabilities of modern space technology. The writer makes it especially clear that these statistics are designed to impress the reader, as quantitative phrases like 'at some' and 'up to' emphasise the speeds and temperatures.

Overall, the writer is successful in engaging the magazine's readership by using both emotive and factual details to appeal to them on both an emotional and intellectual level.

#### Examiner's report:

- This question assesses **AO4**: Evaluate texts critically and support this with appropriate textual reference.
- The answer provides a sustained and detached **critical overview** of the text, and makes **judgments** about the text that are relevant to the question.
- **Evidence** from the text has been carefully selected in order to create a persuasive argument about the effects of the writer's techniques on the reader.

- Throughout the answer, the student clearly **signposts** to the examiner that they are making judgments and addressing the question. This is achieved through the use of a short **conclusion**, as well as phrases like ‘...is extremely effective in engaging the reader’.
- 

Q7.

a)

In both of the texts, the writers indicate the safety of the spacecraft. Aldrin says that ‘The Apollo spacecraft is a marvel of engineering. It is totally life-supporting.’ The writer of the magazine article similarly indicates the safety features of Peake’s spacecraft: its ‘heat shield...can handle temperatures of up to 1600°C’. The technological capabilities of both the Apollo and Peake’s return crafts therefore clearly make them both safe for humans to travel in. This safety contributes to an overall positive experience for both astronauts, as Aldrin can experience the ‘welcome change’ of the return to earth without fear that he will be harmed, and Peake describes his landing as ‘The best ride I’ve been on, ever.’

Both texts show the physical experiences and sensations of the astronauts; with Aldrin commenting on how the water ‘smelled good’ and Peake similarly describing his sense of smell upon return when he comments that ‘the smells of earth are so strong’. This suggests that there may be an absence of strong odours in space, as both astronauts report the same experience and find it to be noteworthy. Similarly, both sources report a feeling of severe discomfort upon the return to earth; Aldrin recalls ‘my hand was jammed painfully down beside me’, and the Space Agency magazine article reports ‘a bumpy and uncomfortable ride for the astronauts’ upon re-entry. Clearly, little progress was made in terms of comfort in the years between Aldrin and Peake’s return flights.

**Examiner’s report:**

- This question assesses **AO1**- Identify and interpret **explicit** and **implicit** information and ideas. This particular question requires students to **select and synthesise** evidence from different texts.
- The student has demonstrated a **detailed understanding** of the similarities between the two texts, and has selected appropriate **evidence** to support this.
- The answer provides a **balanced account** of the two sources; paying equal attention to each source.
- Words and phrases such as ‘Both texts...’, ‘similarly’, and ‘the writers’ clearly signpost to the examiner that the student is answering the question by **comparing** the sources.

b)

Both texts involve teams of people. In Text 1, Aldrin makes it clear that he is part of a team of astronauts by frequently describing his experience using the collective 'we'. Aldrin's mention of 'Mike' and the radio contact between Neil and 'Air Boss' shows that he is part of a much wider team of people. Similarly, Peake is 'strapped in next to Russian commander Yuri Malenchenko and NASA astronaut Tim Kopra'. As in Text 1, the astronaut is physically close to other people as part of a team within the return rocket. The key difference between the groups mentioned in the texts is that Text 1 assumes that the reader has knowledge of his team, whereas Text 2 does not. Aldrin uses the forenames 'Mike' and 'Neil' as well as referring to 'Airboss' using a nickname rather than calling it the Naval Air Force. As his trip was the first voyage to the moon, it is perhaps unsurprising that he assumes readers will know who was involved with the historically-significant trip without having to go into detail. In contrast, Text 2 gives full names as it is assumed that the reader will not be familiar with the names of the astronauts. This is probably because there have been hundreds of space missions at the time of writing, and there are lots of astronauts with similar names. Both texts therefore convey space travel as a team effort, but they differ in the level of detail used to describe the teams involved.

Both texts use language to show the positive emotional effects of space travel. Aldrin's autobiography provides a first-person perspective of his experience of space travel, using adjectives like 'impressive' and 'welcome' to describe his return to earth. This positive account is mirrored in the Space Agency magazine article, a third-person account that uses quotations from Tim Peake to show that the return to earth was 'incredible' and Peake thought it was 'wonderful to be back'. These positive emotions about returning home are contrasted with the physical discomfort of the return, as Aldrin experiences 'an enormous thwack, as jarring as it was noisy' and the Space Agency article reports a 'bumpy and uncomfortable journey' for Peake. It is likely that readers would be more engaged and immersed in Aldrin's account, as his first-person perspective would invite them to imagine themselves undertaking the journey. The Space Agency article is more focused on facts and statistics about space travel, so would be more likely to appeal to a scientific readership. Yet both texts present similar perspectives on space travel by showing that Aldrin and Peake had similar emotions and both experienced physical discomfort.

Although the astronauts are both happy to be back on earth, both texts emphasise the importance of their missions in space. Aldrin records that his experience as an astronaut will secure his 'position in the history books of mankind', suggesting that his flight was of great historical significance. The Space Agency article similarly emphasises the importance of space travel, reporting that 'studies into spaceflight are crucial if humans are ever to venture further from Earth on long duration missions to destinations such as Mars'. The two texts mirror one another in their assertion that space flight missions are important, but Text 2 differs from Text 1 by looking to the future and emphasising the scientific importance of Peake's flight, rather than considering it to be of great historical significance to mankind. This difference is probably

because Aldrin wants to justify the creation of his autobiography and to cement his place in the history of space flight, while the writer of the Space Agency article is writing to engage with and entertain an audience of space enthusiasts, who are likely to be interested in the scientific implications of Peake's journey.

In conclusion, both texts present space travel as a team activity that involves strong emotions and physical sensations. Both texts also present the idea that space travel is important. However, the texts differ slightly in their descriptions of space travel due to the different purposes of the texts.

#### Examiner's report:

- This question assesses **AO3**: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
  - A varied and comprehensive **range of comparisons** are made between the two texts.
  - **References** to the two texts are **carefully selected** to clarify the points made.
  - The student has analysed **similarities and differences** between the ways in which the writers use language to present ideas and perspectives about space travel. They have also suggested why the texts differ based on the different **purposes** of each text.
- 

Q8.

#### **Suitcases and Travel Bags: How to Pack them Effectively.**

In a world connected by all kinds of speedy transport options, it's no surprise that millions of people take day trips and holidays every week. Whether it's travelling to work on the train each morning or jetting off to Tenerife, everyone needs to ensure that they take everything they might need to stay safe, in contact with others, and prepared for the trip ahead.

When you're going on a trip, a suitcase is a crucial lifeline. No traveller should be without a bag containing all of the necessities and comforts they will need for their holiday. Many of us tend to either pack too lightly, and fall short in terms of clothing or toiletries; or we overpack, and find ourselves desperately trying to squash just one more towel in before tackling the zippers. Yet it doesn't have to be this way!

Below is a method that will help you to pack effectively, and have everything you need no matter how small your suitcase or bag may be.

1. Before packing any items, make a pile of all the things you think you might need. Be sure to consider all of the stages of your journey and think about what could be useful for the activities you've got planned. It can be a good idea to start making this pile early so that you can add to it as you think of more items that might be useful.

2. So you've got a big, messy pile of holiday items. Fantastic. Now you need to work out which items you actually need. Organise your pile into three smaller sections- items that are crucial, items that are likely to be useful; and items that you'd like to bring, but don't really need.
3. All of the items from the 'crucial' pile need to be packed first. Instead of folding clothes, roll them up- you'll find that you save a lot of space! If you're bringing along a pair of shoes or two, try to tuck all of your socks and underwear into them to save even more space. Need a towel? Pack a small one so you will have more space for useful or luxury items.
4. Next, consider the pile of potentially useful items. Think very carefully about the type of trip you are going on. If you're heading out into the wilderness, packing a flask might just be life-saving; but it's unlikely to be needed for a city trip. Place each item in a line, ranking them according to their relative usefulness for your trip. Now you'll have a better idea of items that can be left out, and you might even be able to save a bit of space for fun or luxury items.
5. It is likely that your third pile of items is a lot bigger than the remaining space in your suitcase- especially if you're bringing children along. Don't fret! Think about how much entertainment or cosmetic value each item will provide on the trip. It might be nice to bring Mr Snuggles the monkey to Spain, but taking a book instead could kill hours of boredom. Fill up your bag or suitcase with the remaining items from this pile, but make sure that it closes and zips up with relative ease- otherwise, you could be facing broken zips and luggage spilling out everywhere!
6. It can be helpful to make a list of all of the items you're packing as you go. Take the list with you, and packing everything up again to take home will be much easier- you'll be much less likely to forget something.

Follow these tips, and you can breeze through train stations and airports, safe in the knowledge that you have packed everything you need and will have a successful trip. Enjoy travelling!

#### Examiner's report:

- This question assesses **AO5**: 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.
- The student has responded to the question well, using **clear organisational features** including a heading, introduction, main body, and conclusion that are suitable for a guidebook section.
- The tone is appropriate to a **general readership** of travellers. The **tone, style, and register** are maintained throughout to give light-hearted and easily understandable advice.
- A range of **structural and grammatical features** such as a list, dashes, and short sentences have been used to manipulate complex ideas. The list and use of one-word sentences breaks up the text to make it easier to read.



---

Q9.

Shayla Summers,  
5 Hershton Place,  
Darnby,  
DA3 4FB

Mr H. Jessop,  
Appleton High School,  
62 Freeston Way,  
Darnby,  
DA5 9OP

Dear Principal Jessop,

I am writing in response to your recent request for proposals regarding the upcoming annual college speech. In line with the impressive list of inspirational individuals that have been invited to speak in previous years, I would like to suggest that we invite beloved children's author Michael Rosen to speak this year. Following our recent poetry competition and book fair, the author's impressive record of dozens of successful poems and stories make him the ideal choice for our school. Academically, he is an inspiration to all students; having graduated from Wadham College in Oxford, he went on to work with the BBC before achieving a master's degree and a doctorate.

For many students, Rosen's stories are iconic, and I believe that a great deal of enthusiasm and support could be gained if he could be secured as our speaker. Although he is a very busy individual, his passion for storytelling and his love of entertaining children would encourage him to pay us a visit; especially as he was born in nearby Harrow.

In addition to his admirable academic merits and achievements in his field, Rosen's personal life could provide many students with the drive to overcome difficult obstacles. Rosen recently spoke in an interview about the death of his son several years ago. His emotional account of how his late son inspires him to be a better writer is a story that I believe all students could benefit from if he accepts our invitation and is willing to speak about this difficult aspect of his life.

I know that many of the students at our college aspire to become writers, and I feel that even those who have no interest in pursuing writing can empathise with Rosen's story and would be inspired by his humorous energy and ability to overcome difficult obstacles in life. He is more than just an inspirational public figure- he is an icon- an emblem of British children's literature,

and a thoroughly entertaining man. Unafraid to be silly and to express himself without fear of judgement, Rosen is the perfect choice for this year's speaker.

I hope that you will consider my suggestion, as many other students have a connection to Rosen's work, and have expressed great interest in meeting him.

Yours sincerely,

Elizabeth Turner, Year 13.

**Examiner's report:**

- This question assesses **AO5**: 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.
- The **audience** (a head teacher or principal) has been carefully considered; the answer appropriately adopts a **formal tone**.
- **Organisational features** appropriate to a **letter** have been used, including the sender's address, the recipient's address, a formal address and a sign-off. The answer is **clearly structured**, with an introduction, development of points, and a conclusion.
- The student has fulfilled the **persuasive** purpose of the text, using positive adjectives such as 'impressive', 'successful' and 'ideal'.