

Mark Scheme

Specimen Paper – Set 1 (adapted
for first assessment 2019)

Edexcel Level 1/Level 2
GCSE (9–1) in English Language
(1EN0)

Paper 2: Non-fiction and
Transactional Writing

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Marking guidance – specific

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfill the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfills the requirements of the question.

The table below shows the number of raw marks allocated for each question in this mark scheme.

Questions	Assessment Objectives						Total marks
	AO1	AO2	AO3	AO4	AO5	AO6	
Question 1	2						2
Question 2	2						2
Question 3		15					1
Question 4	1						1
Question 5	1						1
Question 6				15			1
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

Section A: Reading

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
1	<p>Accept any reasonable answers based on lines 5–13.</p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none">• lock (1)• tight (1)• hold (1)• support (1)• confirming (1)• fully (1).	(2)

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
2	<p>Award 1 mark for a valid example from lines 20–25, for example:</p> <ul style="list-style-type: none">• his reactions slow down (1)• his left hand is hit against a wall (1)• 'eyes register the collision' (1)• 'I yank my left arm back (as the rock ricochets)' (1)• 'the boulder then crushes my right hand' (1)• his right arm is stuck where his wrist is with his fingers stretched out (1)• 'tearing the skin off the lateral side of my forearm' (1).	(2)

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses. **Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	<p>AO2, 15 marks</p> <p>Reward responses that analyse how the text uses language and structure to interest and engage readers.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> • the use of personal pronouns: repetitive use of 'I' creates a sense that the events are personal • the language used creates drama/suspense: 'It supports me but teeters slightly' suggests that something is going to happen • references to time show the speed of events and create suspense: 'The next three seconds play out at a tenth of their normal speed' • alliteration is used to create interest: on 'the round rocks below'; 'rock ricochets' • use of emotive language conveys the writer's feelings and physical pain: 'the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm' • technical language, 'traverse', 'chimneying', 'torque', is used to show that he is an expert in climbing and has done this before, creating confidence in him • religious language is used to express extreme emotion: 'Good Christ, my hand'. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> • use of punctuation shows the slowing down of time and his reactions: '...with my arm in tow...My disbelief paralyses me temporarily as I stare at the sight of my arm vanishing into an implausibly small gap...' • the extract starts with confidence that Ralston knows what he is doing (the first paragraph shows words like 'lock', 'tight', 'confirming'), but then he ends the second paragraph with a sentence beginning with 'My only hope', showing the building of suspense • the use of short sentences emphasises the stressful situation and the physical pain: 'Then silence', 'Good Christ, my hand' • lists are used to show how much action is happening: 'The rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets; at the wrist, palm in, thumb up, fingers extended'.

Level	Mark	A02: 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
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited comment on the text. Identification of the language and/or structure used to achieve effects and influence readers. The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none"> Comment on the text. Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</p>
Level 3	7–9	<ul style="list-style-type: none"> Explanation of the text. Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure. The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none"> Exploration of the text. Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none"> Analysis of the text. Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. The selection of references is discriminating and clarifies the points being made.

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
4	<p>Accept any reasonable answer based on lines 1–8.</p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none"> • 'The practical absence of summer weather' (1) • the ship was trapped in the ice (1) • the ship 'was crushed by the ice and finally sank' (1). 	(1)

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
5	<p>Award the mark for the valid phrase from lines 15–17, for example:</p> <ul style="list-style-type: none"> • minus 49 degrees. 	(1)

Question Number	Indicative content
6	<p data-bbox="402 212 610 237">AO4, 15 marks</p> <p data-bbox="402 268 1317 329">Reward responses that evaluate how successfully the writer engages the audience through the description of the expedition.</p> <p data-bbox="402 361 1419 422">References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</p> <p data-bbox="402 422 704 447">Responses may include:</p> <ul data-bbox="402 453 1425 1119" style="list-style-type: none"> • the opening of the extract indicates that the events described are from Shackleton's own words, showing an expert voice • the opening of the extract looks back on the destruction of the ship through natural causes, which creates a sense of tension in the reader to know how it happens • the writer emphasises the geographical locations in the extract which would interest readers who want to know about specific details: 'off the Sandwich Islands', 'Caird Coast' • the writer emphasises dates in the extract which would interest readers who want to know about specific details • the reader would feel that the expedition was 'breaking new ground' as the event of finding a new land is described • it is clear exactly the direction and location of the expedition through • references to setting ('southwesterly direction along the coast as far as what is probably the head of Weddell Sea', 'a northwesterly course'), and this would interest a geographer • the difficulty of the expedition is carefully crafted throughout the extract • the description of the sinking of the ship towards the end of the extract ('She finally sank') puts across how the destruction has been building through the extract • structure is manipulated in the extract as the writer reflects on the failed expedition at the beginning and the end.

Level	Mark	A04: Evaluate texts critically and support this with appropriate textual reference
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none"> • Comment on ideas, events, themes or settings. • Straightforward opinions with limited judgements are offered about the text. • The selection of references is valid, but not developed.
Level 3	7–9	<ul style="list-style-type: none"> • Explanation of ideas, events, themes or settings. • Informed judgement is offered about the text. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none"> • Analysis of ideas, events, themes or settings. • Well-informed and developed critical judgement is offered about the text. • The selection of references is appropriate, detailed and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none"> • Evaluation of ideas, events, themes or settings. • There is a sustained and detached critical overview and judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the points being made.

Question Number	Indicative content	
7(a)	<p>AO1, 6 marks</p> <p>Students must draw on BOTH texts to access marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both expeditions show something being trapped: Ralston's arm is trapped by the boulder and the <i>Endurance</i> is trapped by the ice • both expeditions are well-prepared: Ralston checks the route before starting down and the team from the <i>Endurance</i> save 'provisions, equipment and scientific data'. • both expeditions reveal that the people on it demonstrate knowledge of their craft in the technical language they use, showing expertise: 'traverse', 'chimneying', 'torque', 'floe(s)', 'stern and rudder posts' • both focus on time: Ralston talks of how time slows down as the accident happens, ('Time dilates, as if I'm dreaming') and the dates in Text 2 shows how little progress is made over a long period of time • both men know when danger is imminent: Ralston does not move backwards in case he falls over the ledge and Shackleton's team knows when to give up an attempt to move forward • both sets of explorers react in the face of danger: Ralston covers his head as the rock falls and Shackleton's team save what they can from the shipwreck • both expeditions experience a feeling of failure or helplessness: Ralston states his disbelief at what happens 'paralyses me temporarily' and the Journal identifies that the weather prevents. 	
Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Limited understanding of similarities. • Limited synthesis of the two texts. • The use of evidence is limited.
Level 2	3–4	<ul style="list-style-type: none"> • Sound understanding of similarities • Clear synthesis of the two texts. • The selection of evidence is valid but not developed and there may be an imbalance.
Level 3	5–6	<ul style="list-style-type: none"> • Detailed understanding of similarities. • Detailed synthesis of the two texts. • The selection of evidence is appropriate and relevant to the points being made.

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.

Question Number	Indicative content
7(b)	<p>AO3, 14 marks</p> <p>Reward responses that compare how each writer presents the dangerous experiences.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both texts show the effect of the danger: Text 1 shows how the writer's hand is trapped and Text 2 shows how the ship is trapped • Text 1 shows what happens when you are alone on an expedition whereas Text 2 shows how the experience is when you are the leader of an expedition and you have to get others to safety and work as a team • the texts show the emotional and physical effect of the danger. Text 1 shows the effect on the writer's feelings: disbelief, pain, shock and agony and Text 2 describes the sinking of the ship in physical terms: 'a foretaste of her final fate', 'she was lifted bodily out of the ice' 'she stood the strain' • even though each text shows the experience of the explorers in their knowledge of technical/geographical terms, the experiences still end up being dangerous, showing that preparation is not necessarily helpful • both texts show that the danger comes from something natural: ice floes and a loose boulder • both texts use time to build up the dangerous experiences: in Text 1 by talking about the speed of events and in text 2 to show how slow the events are and the progress made.

Level	Mark	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> The response does not compare the texts. Description of writers' ideas and perspectives, including theme, language and/or structure. The use of references is limited.
Level 2	3–5	<ul style="list-style-type: none"> The response considers obvious comparisons between the texts. Comment on writers' ideas and perspectives, including theme, language and/or structure. The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</p>
Level 3	6–8	<ul style="list-style-type: none"> The response considers a range of comparisons between the texts. Explanation of writers' ideas and perspectives including theme, language and/or structure. The selection of references is appropriate and relevant to the points being made.
Level 4	9–11	<ul style="list-style-type: none"> The response considers a wide range of comparisons between the texts. Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts and fully support the points being made.
Level 5	12–14	<ul style="list-style-type: none"> The response considers a varied and comprehensive range of comparisons between the texts. Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts, they are discriminating, and clarify the points being made.

Section B: Transactional Writing

Question Number	Indicative content
8	<p>AO5, 24 marks AO6, 16 marks</p> <p>Purpose: to write a speech to advise and inform.</p> <p>Audience: the writing is for the candidate's peers. The focus is on communicating ideas about how to stay safe. This can involve a range of approaches.</p> <p>Form: the response should be set out as a speech using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none">• explain what personal safety means: using technology safely, travelling safely, safety of personal items, health and safety• identify risks there may be to the peer group: personal danger, internet dangers such as identity theft, risks to young people of bullying and isolation• identify things that people can do to keep themselves safe, such as keeping devices out of sight when travelling, being aware of surroundings, keeping people informed of how and when they are travelling, keeping possessions safe, staying in contact• give reasons why these may be useful in helping you stay safe: they decrease risk, do not draw attention to people, there is safety in numbers.

Question Number	Indicative content
9	<p data-bbox="402 247 828 275">AO5, 24 marks AO6, 16 marks</p> <p data-bbox="402 306 1284 333">Purpose: to write an article for a magazine – informative/persuasive.</p> <p data-bbox="402 365 1404 455">Audience: magazine readers. Candidates can choose which magazine they are writing for. The focus is on communicating ideas about an interesting hobby or activity. This may involve a range of approaches.</p> <p data-bbox="402 487 1421 699">Form: the response should be set out effectively as an article which could make some use of sub-headings and bullet points. Candidates do not have to include features of layout like columns or pictures, but should use features that will help organise the article. Credit should be given to those answers that use stylistic conventions of a magazine article: this may have various forms but must include a heading, an introduction to the hobby or activity, a summary of the issues or ideas being considered, and a conclusion.</p> <p data-bbox="402 730 630 758">Responses may:</p> <ul data-bbox="402 762 1404 1003" style="list-style-type: none"> <li data-bbox="402 762 1404 852">• identify what the interesting hobby or activity is: this may include a popular or extreme sport, collecting interesting items or an activity for a particular age group or gender <li data-bbox="402 856 1404 913">• give some interesting things about the hobby or activity: whether it is solo or team, what equipment is used, how much it costs, where people do it <li data-bbox="402 917 1404 945">• comment on who this hobby or activity appeals to: age, gender, nationality <li data-bbox="402 949 1404 1003">• identify what the positives and negatives of the hobby or activity are: fitness, danger, skills learnt, cost, working with others.

AO5: <ul style="list-style-type: none"> 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 		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1–4	<ul style="list-style-type: none"> offers a basic response, with audience and/or purpose not fully established. expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none"> shows an awareness of audience and purpose, with straightforward use of tone, style and register. expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	<ul style="list-style-type: none"> selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15–19	<ul style="list-style-type: none"> organises material for particular effect, with effective use of tone, style and register. manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20–24	<ul style="list-style-type: none"> shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1–3	<ul style="list-style-type: none"> uses basic vocabulary, often misspelled uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4–6	<ul style="list-style-type: none"> writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7–9	<ul style="list-style-type: none"> uses a varied vocabulary and spells words containing irregular patterns correctly uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10–12	<ul style="list-style-type: none"> uses a wide, selective vocabulary with only occasional spelling errors positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13–16	<ul style="list-style-type: none"> uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.