

# Mark Scheme (Specimen Paper – Set 2)

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 fulfil 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 fulfils 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	Accept any <b>two</b> of the following answers, based on lines 11–16: <ul style="list-style-type: none"><li>• Cigarettes (1)</li><li>• Oxo (1)</li><li>• Bovril (1).</li></ul>	(2)

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
2	Award 1 mark for a valid example from lines 29–33, up to a maximum of 2 marks: <ul style="list-style-type: none"><li>• he says it has stayed fine (all afternoon) (1)</li><li>• 'let's hope it will be fine tonight' (1)</li><li>• he says a cold night is not good (1)</li><li>• 'a wet cold night is worse' (1)</li><li>• he tells his wife to wrap up now it is cold (1)</li><li>• he mentions it is winter (1).</li></ul>	(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><b>AO2 (15 marks)</b></p> <p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>the use of personal pronouns: repetitive use of 'I' creates a sense that the events are personal</li> <li>the language used creates a sense of normality in that the letter starts with news and weather: 'on Monday it rained steadily yet Tuesday (yesterday) morning broke fair and fine'</li> <li>references to time show that events are important to him and create a sense that he is missing home: 'Another night has passed and another morning come', 'all day and night on Monday', 'all the morning and afternoon'</li> <li>positive language is used to show he is trying to remain upbeat despite the circumstances: 'good', 'fair and fine', 'we had a nice day', 'greatly improved'</li> <li>the writer emphasises how pleased he is when he talks about what his wife has sent him: 'it is so very useful', 'The piece this week is lovely', 'it is grand', 'very nice'</li> <li>alliteration is used to create interest: 'fair and fine'</li> <li>use of emotive language conveys the writer's feelings and affection for his wife: 'my little Darling', 'Dearest little one'; this contrasts with his feelings about work which are implied through language like 'employed' and 'putting down boards along the trenches'</li> <li>he uses contrasting descriptions to show he wants his wife to know he is alright, but also he does not want her to feel that he is pleased to be away: 'we had a nice day except that underneath everything was mud and slosh', 'A cold night's bad, but a wet cold night is worse. You must not worry about me, Darling'</li> <li>colloquial language is used to show he is talking to someone he knows and is relaxed with: 'slosh', 'twaddle'.</li> </ul> <p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>the letter starts with repetition of 'another' to show how long he has been away: 'Another night has passed and another morning'</li> <li>use of lists shows what the writer wants and does not want his wife to send: 'Toffee, condensed milk, candles, rice and potted meat'</li> <li>the letter uses (tag) questions to show that he is engaging his wife in the letter and to try to avoid upsetting her: 'will you', 'doesn't it?', 'won't you', 'didn't you?'</li> <li>the use of structure shows the spontaneity of his thinking: 'Potted meat for tea today, candle tonight if necessary', 'it was not always used for that purpose but once formed part of my lady's – 'Oh dear, oh dear, what am I saying''</li> <li>the use of a variety of paragraph lengths: short paragraphs to make specific personal comments to his wife and longer paragraphs to explore the wider context for both of them.</li> <li>the letter suggests it is one of a sequence; it makes reference to the past at the start: 'I am still in the trenches', 'your last parcel'; it ends by looking to the future: 'If you require new clothes...for the winter'.</li> </ul>

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

Question Number	<b>AO1: Identify and interpret explicit information and ideas</b>	Mark
<b>4</b>	<p>Accept any reasonable answer based on lines 17–22.</p> <p><b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>'used to feel pointless and laborious; now it's quick and delightful' (1)</li> <li>Quicker (1)</li> <li>'delightful' (1)</li> <li>'minimal preparation'/ less washing-up (1)</li> <li>recipes can be easily made 'for one hungry person, or one person and a child, or in multiples.' (1)</li> <li>food can be made ahead and frozen (1).</li> </ul>	<b>(1)</b>

Question Number	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	Mark
5	Award a mark for a valid phrase from lines 5–8: <ul style="list-style-type: none"> <li>• 'Cheap, processed ready meals' (1)</li> <li>• 'a lack of fruit and vegetables' (1)</li> <li>• 'Something bad was going in' (1).</li> </ul>	(1)

Question Number	Indicative content
6	<p data-bbox="418 247 646 279"><b>AO4 (15 marks)</b></p> <p data-bbox="418 310 1390 369">Reward responses that evaluate how successfully the writer shows how their experience has affected others.</p> <p data-bbox="418 401 1377 459"><b>References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</b></p> <p data-bbox="418 491 724 522">Responses may include:</p> <ul data-bbox="430 525 1404 1398" style="list-style-type: none"> <li>• the opening of the extract indicates that the events described are from the writer's own words, showing that this is a shared personal experience</li> <li>• the opening of the extract gives a narrative of her reasons for writing a book to assist in the campaign or promote her campaign to others against hunger and poverty</li> <li>• she refers to her son as 'Small Boy'. The fact that she has to look after a young child on a meagre budget draws similarities with her 'small' amount of money she has to spend on food</li> <li>• the effect of the 'cheap processed ready meals' is shown in physical terms which crafts the impact on others: led to a 'constantly hungry child'</li> <li>• the writer's conscious crafting of the extract demonstrates the development of the theme from problem (hunger) to solution ('home-cooked food') to results that impact on 'Small Boy': 'Small Boy and I are healthier, happier and still a bit soft around the edges'</li> <li>• the description of how the writer's friends are complimentary about her new found recipes shows the impact positively: 'I manage to fill a table and they manage to clear their plates with compliments and smiles and disbelief that I do it so cheaply'</li> <li>• the way the writer crafts the extract to show how others can interact with her ideas is effective: users of the internet are able to follow the writer's recipes as they follow her blog on <a href="http://www.agirlcalledjack.com">www.agirlcalledjack.com</a></li> <li>• the writer structures the piece to move from her difficult financial situation at the start to the positive financial effects of her blog on other people: 'People emailed me to tell me how much money they were saving on their weekly shop'</li> <li>• the impact on others is ultimately seen in those who end up buying her book: 'All my recipes can be made easily for one hungry person, or one person and a child, or in multiples, and frozen for home-made ready meals'.</li> </ul>



Level	Mark	AO4: Evaluate texts critically and support this with appropriate textual reference
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Analysis of ideas, events, themes or settings.</li> <li>• Well-informed and developed critical judgement is offered about the text.</li> <li>• The selection of references is appropriate, detailed and fully supports the points being made.</li> </ul>
Level 5	13–15	<ul style="list-style-type: none"> <li>• Evaluation of ideas, events, themes or settings.</li> <li>• There is a sustained and detached critical overview and judgement about the text.</li> <li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li> </ul>

Question Number	Indicative content
7(a)	<p data-bbox="418 247 626 279"><b>AO1 (6 marks)</b></p> <p data-bbox="418 310 1156 342"><b>Students must draw on BOTH texts to access marks.</b></p> <p data-bbox="418 373 724 405">Responses may include:</p> <ul data-bbox="418 405 1404 1192" style="list-style-type: none"> <li data-bbox="418 405 1404 489">• both texts show that Bert and Jack are removed from the comfort of normality – Text 1 shows the writer away at war while Text 2 shows her living in a much smaller place than she was used to</li> <li data-bbox="418 489 1404 615">• both writers have family responsibilities. Text 1 refers to a traditional early 20th century husband informing his wife what she must do; while Text 2 shows the writer having to fend for herself while looking after her son, 'Small Boy'</li> <li data-bbox="418 615 1404 741">• both writers have to cook or eat with limited resources. In Text 1 the writer receives food parcels from his wife whereas the writer in Text 2 has to eat the 'Basics range'. In Text 1 the writer has to use a rag to keep his food clean and the writer in Text 2 only has 'a hob and two saucepans'</li> <li data-bbox="418 741 1404 867">• Bert and Jack both explain that even with limited resources there is always a choice. In Text 1 the writer asks his wife to not send certain items. Similarly in Text 2 the writer decides to 'dust off my apron and cook meals from scratch'</li> <li data-bbox="418 867 1404 993">• both writers hint at a positive future. Text 1 comments on 'keeping proper accounts' to check their household budget when he gets back from the war and Text 2 looks at how much healthier the writer and others have become since changing eating habits</li> <li data-bbox="418 993 1404 1119">• both writers have had to learn how to cope without luxuries: in Text 1 the writer is not at home eating fresh home-cooked pastry and in Text 2 the writer has had to do without her 'well-stocked kitchen' and 'swanky organic' food</li> <li data-bbox="418 1119 1404 1192">• both writers share an enjoyment of eating. In Text 1 the writer compliments his wife on her pastry; in Text 2 it is the writer's friends who compliment her on her cooking.</li> </ul>

Level	Mark	<b>A01: Select and synthesise evidence from different texts</b>
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Limited understanding of similarities</li> <li>• Limited synthesis of the two texts</li> <li>• The use of evidence is limited.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Sound understanding of similarities</li> <li>• Clear synthesis of the two texts</li> <li>• The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Detailed understanding of similarities</li> <li>• Detailed synthesis of the two texts</li> <li>• The selection of evidence is appropriate and relevant to the points being made.</li> </ul>

In responses to the following 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><b>AO3 (14 marks)</b></p> <p>Reward responses that compare how each writer presents the changing situations.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both show the impact of negative changes in circumstances. In Text 1 the writer is a soldier in the trenches during WW1, whereas the writer in Text 2 has moved from affluence to poverty by being made unemployed</li> <li>• the texts have a different audience: in Text 1 the writer is speaking to a particular person i.e. his new wife, whereas the writer in Text 2 is speaking to a much wider and more diverse audience</li> <li>• both texts use a mix of formal but mainly informal language. While both extracts are on serious topics, both writers manage to create some humour or use irony</li> <li>• both texts are mainly about themselves and how they feel. Both writers use a lot of personal pronouns, especially 'I' in order to explain how isolated and lonely they feel</li> <li>• both show experiences when under pressure: of the war and having a new wife in Text 1, a change in finances and caring for a small child in Text 2</li> <li>• both talk about the impact of their situations on others. In Text 1 the writer is careful to explain without offending his wife, whereas the writer in Text 2 talks of the impact on her young son</li> <li>• both writers gave practical advice to the readers: Text 1 to his wife on how to cope with the winter and Text 2 to the readers on how to produce cheap and healthy meals</li> <li>• both show how food prepared by others can be reassuring in their situations. In Text 1 Bert is quick to compliment his wife on her pastry; similarly the writer in Text 2 is able to compliment her own efforts and relay the compliments of others as reassurance</li> <li>• both show the importance of hierarchy in family but this contrasts given the time of the text. In Text 1 the writer is clearly the head of his traditional household being a male, whereas the writer in Text 2, a female, is head of hers</li> <li>• both texts are personal about the situation but are used in different ways - one uses the experience to reassure his wife, the other to raise interest in her book/blog.</li> </ul>

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

## Section B: Transactional Writing

Question Number	Indicative content
8	<p><b>AO5 (24 marks), AO6 (16 marks)</b></p> <p><b>Purpose:</b> to write a section for a text book to advise and/or inform.</p> <p><b>Audience:</b> the writing is for a general readership. The focus is on communicating ideas about how to manage change. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a section for a text book using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• comment on possible changes the writer and others have to cope with, for example with regard to school, work, family, relationships and finances</li><li>• discuss how change can affect people, for example physically or emotionally and positively or negatively</li><li>• offer comments on the ways change can be dealt with, such as planning ahead where possible, having a positive outlook, communicating with others such as friends and family.</li></ul>

Question Number	Indicative content
9	<p><b>AO5 (24 marks), AO6 (16 marks)</b></p> <p><b>Purpose:</b> to write a letter to a newspaper to inform and/or persuade.</p> <p><b>Audience:</b> newspaper readers. Candidates can choose which local newspaper they are writing for. The focus is on communicating ideas about the expense of healthy food. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a letter using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• give views on what food is considered healthy or unhealthy, for example 'fast food', takeaway food, food with sugar, salt or fat</li><li>• offer views on the cost of unhealthy or 'junk' food</li><li>• identify and explain things that people can do to eat healthily and save money, such as making home-made food, growing your own fruit and vegetables, cooking in bulk and freezing food, planning ahead with meals.</li></ul>

<b>A05:</b> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>provides no rewardable material.</li> </ul>
Level 1	1–4	<ul style="list-style-type: none"> <li>offers a basic response, with audience and/or purpose not fully established.</li> <li>expresses information and ideas, with limited use of structural and grammatical features.</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>shows an awareness of audience and purpose, with straightforward use of tone, style and register.</li> <li>expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</li> <li>develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>organises material for particular effect, with effective use of tone, style and register.</li> <li>manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</li> <li>manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

<b>A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</b>		
<b>Level</b>	<b>Mark</b>	<b>The candidate:</b>
	0	<ul style="list-style-type: none"> <li>provides no rewardable material.</li> </ul>
Level 1	1–3	<ul style="list-style-type: none"> <li>uses basic vocabulary, often misspelled.</li> <li>uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>uses punctuation with control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
Level 5	13–16	<ul style="list-style-type: none"> <li>uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>