

Mark Scheme
(Secure Mock Paper 2018)

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 two of the following answers, based on lines 5–7: <ul style="list-style-type: none">• (lived off the) land (1)• cotton-picking (1)• hoeing (season) (1)• chopping (season) (1).	(2)

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
2	Accept any two of the following answers, based on lines 27–29: <ul style="list-style-type: none">• sugar (1)• coal oil (1)• spices (1)• potted meat (1)• Vienna sausage (1)• peanut butter (1)• soda crackers (1)• toilet soap (1)• laundry soap (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>A02, 15 marks</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 language of the text:</p> <ul style="list-style-type: none"> the use of personal pronouns, for example repetitive use of 'I', creates a sense that the events are personal and the use of 'Our' shows that Maya is part of a community the personification of the Depression as 'like a thief with misgivings' shows the personal impact it has on the residents alliteration creates emphasis on the negative impact at the start of the extract: 'seeped...slowly'; later in the extract it demonstrates that the Depression affected everyone: 'Depression...did not discriminate' language connected to money is used to demonstrate its significance to the community: 'lived off', 'counted on', 'cash needed', 'dropped the payment' the language used creates a sense of gradual impact, e.g. 'dropped...to eight, seven and finally five' verbs like 'hit', 'dropped', 'stopped' show how difficult it is for residents to manage use of personification to show how Stamps is a living, breathing community: 'Stamps was as slow...' the use of the description 'with cyclonic impact' shows violence and creates a negative idea of the impact the simile 'like a thief with misgivings' creates a sense that the Depression is taking something (a thief) but is not sure about taking it from the Black population the use of negatives shows the struggle the residents have: 'nothing', 'not', 'no money' the country is described as being 'in the throes' of Depression which suggests painful, unpleasant spasms the use of childish adjectives shows the viewpoints of a child: 'lumpy', 'mushy'. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> the writer uses a capital letter throughout to refer to 'Black', demonstrating the significance of the experience of people of colour to her contrast is created through structure in the description of the impact of the Depression as quick in the 'white section' and slow in the 'Black area' use of lists shows the need for particular items: 'shoes, clothes, books and light farm equipment' the extract starts with the description of the impact on Stamps generally and then focuses in on the impact on the family and residents the use of speech shows Momma's positivity as she is decisive and gives commands to the children about what to do: 'I want you...', 'you can', 'I want it to say' the use of short sentences contrasts with the longer lists to show a contrast between action and reaction: 'Momma kept her store going' the use of coordinated sentences creates a sense of a story being told to the reader rather than a historical account of the Depression: 'but', 'and', 'because'.

Level	Mark	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
	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 1–3.</p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none"> • 'We live in a globalised world' • 'the most connected generation ever' • it is difficult to eat and cook together • 'technologically dependent' • people are becoming more isolated socially. 	(1)

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
5	<p>Accept any reasonable answer based on lines 32–34.</p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none"> • students from the University of Sheffield • members of Sheffield Alcohol Support Service/SASS • people from Camerados • people from a peer support group dedicated to ending social isolation. 	(1)

Question Number	Indicative content
6	<p data-bbox="418 247 630 279">AO4, 15 marks</p> <p data-bbox="418 310 1312 369">Reward responses that evaluate how successfully the writer shows the importance of working together as a community.</p> <p data-bbox="418 401 1377 459">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="418 491 722 522">Responses may include:</p> <ul data-bbox="418 522 1427 1675" style="list-style-type: none"> <li data-bbox="418 522 1427 611">• the opening of the extract indicates that the ideas in the text will be about connections and community as the writers say: 'We live in a globalised world', 'cooking and eating communally has become harder' <li data-bbox="418 611 1427 699">• the opening of the extract asks a question of the readers that effectively connects them to the theme of community: 'can we reclaim these empty spaces as public places?' <li data-bbox="418 699 1427 821">• the extract is effective in creating a sense of the community working together, but in a way that is experimental and potentially may be unsuccessful: 'Foodhall / Sheffield is a social experiment', 'could form part of an alternative, people-led city centre master plan' <li data-bbox="418 821 1427 942">• the naming of high-profile local schemes that support Foodhall is a valuable technique to encourage the readers to see the idea as being helped by working together: 'Creative Arts Development Space (CADS) and ReNew Sheffield, and helped by the University of Sheffield' <li data-bbox="418 942 1427 1001">• alongside this the reference to volunteers completely running the project emphasises the idea that communities should work together <li data-bbox="418 1001 1427 1123">• the setting and people are described as unusual and this very successfully shows how varied and welcoming the project is in terms of people working together: 'communal kitchen and dining area', 'Anyone, regardless of their social status and identity, can dine at the same table' <li data-bbox="418 1123 1427 1245">• the description of how service users and volunteers are complimentary about the project shows the positive impact of working together: 'I'm realising there is a great community of people in Sheffield', 'It's captivating people from every generation and walk of life' <li data-bbox="418 1245 1427 1304">• the extract uses a number of quotations, successfully creating a tone of community as different voices are presented <li data-bbox="418 1304 1427 1425">• the writers' reference to other projects that are 'revitalising the city' is successful as it shows the humble nature of the people working together and supports the ethos of people working together: 'to instigate social cohesion and bring the people of Sheffield together' <li data-bbox="418 1425 1427 1547">• the way the writers craft the extract to show how others can interact with Foodhall is effective in broadening the ideas and theme to an even wider community of people: it gives opening times and days, locations, and suggests looking at the web app <li data-bbox="418 1547 1427 1675">• the structure shows that the ethos of people working together for the community is seen in the ending of the extract, as it refers to people being able to 'advertise their communal dinners to a wider audience and freecycle surplus food locally'.

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"> • 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 the Store and Foodhall are experiencing difficult times: the Store through the Depression and Foodhall through social isolation and derelict buildings • both the Store and Foodhall are social experiments: Momma sets up the Store to keep her business going through trading items, and Foodhall is a communal kitchen and dining area • both businesses keep going when times are hard – Maya says ‘Momma kept her store going’ and Foodhall keeps going although a similar project closed due to financial struggles • both the Store and Foodhall use food that could/would go to waste. Momma offers trade of items from Welfare for food from the Store and Foodhall uses ‘surplus ingredients donated by retailers’ • both businesses use volunteers to help keep things going – Momma uses Bailey to create a sign and Maya to colour it, and Foodhall uses volunteers to ‘go on the prowl to “intercept” foodstuffs’ • both business owners recognise there is a need to get food to people – Momma makes sure that the residents get the food they are used to: ‘Vienna sausage, peanut butter, soda crackers’ and the article says it is important to ‘freecycle surplus food locally’ • both the businesses use choice for their customers – the Store has the option to take food away or record a credit in the book for another day, and at Foodhall people can ‘cook a meal for the city’ or can ‘dine on a pay-as you-feel basis’ • both the Store and Foodhall advertise what they do: in Text 1 Momma has Bailey and Maya make a sign, while in Text 2 at the end of the extract they give days and times they are open and their location.

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 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>AO3, 14 marks</p> <p>Reward responses that compare how each writer presents ideas and perspectives about the experiences of their communities.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both texts show diversity in the communities being described – Text 1 compares white and black sections of the community while Text 2 describes 'Anyone, regardless of their social status and identity' can attend • both texts show 'cause and effect' on the community: in Text 1 the events leading up to the community being in need through the impact of the Depression, and in Text 2 the isolation of the community through technology and empty public spaces • both texts show how the communities are affected by a lack of something, although this is different in both texts. Text 1 describes the need for food from welfare agencies to support hunger and lack of food, while Text 2 describes people being 'socially isolated' and the need to 're-establish those human connections' • while Text 1 creates a unique business idea through necessity, Text 2 builds a business that is 'part of a much longer history of cafés running as social hubs', using a similar premise • both texts show the importance of having a good idea in a business that supports the community – Momma sees that residents do not want the supplies that are offered by welfare and creates an exchange programme, and Foodhall sees a need to 'instigate social cohesion and bring the people of Sheffield together' • both texts use other people to show that working together is more fruitful than working alone – Momma uses Bailey and Maya to create a sign for <i>the Store</i> and Foodhall is completely run by volunteers • Text 1 is specifically focussed on one principle in the community, getting food to those that need it, while Text 2 has more than one community outcome, such as reclaiming empty space for the community, re-establishing 'human connections', creating social cohesion, freecycling surplus food • the business idea for the community is established by one person in Text 1, whereas in Text 2 the business is created by the community: 'being led from the bottom up', 'people-led city centre master plan', 'collectively developed' • while Text 1 is a personal viewpoint from one writer, Text 2 is a communal text, is public and is published nationally for all to read • both texts use speech to create a connection between the reader and the people in the communities in the texts, for example Momma in Text 1 and the service user and SASS worker in Text 2 • both texts use pronouns to show the sense of a community working together: 'Text 1 talks about 'Our community' and Text 2 says 'We live...', 'we become', 'We are open...' and 'we will'.

Level	Mark	A03: 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 review of a shop, café or restaurant, to inform and/or persuade.</p> <p>Audience: the writing is for a general readership. The focus is on communicating positive or negative ideas reviewing a shop, café or restaurant This can involve a range of approaches.</p> <p>Form: the response should be set out as a review 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">• identify what the shop or café or restaurant is and give reasons for going: for a particular item, to browse, to ask for advice, for something to eat for a special occasion or alone, to meet with friends• what the positives and negatives of the experience were• a recommendation from the writer which could be positive or negative.

Question Number	Indicative content
9	<p>AO5, 24 marks, AO6, 16 marks</p> <p>Purpose: to write a section for a booklet to advise and/or inform.</p> <p>Audience: the writing is for a general readership. The focus is on communicating advice to people who want to help their community. This can involve a range of approaches.</p> <p>Form: the response should be set out as a section for a booklet 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">• comment on what type of help communities need, for example bringing people together, helping people with specific needs such as older people, people with disabilities or illnesses, regeneration of buildings and land such as parks and gardens• offer ideas about how people can get involved, for example by volunteering with a local project, by starting a new community project, by donating money or items the community may need, by raising money for the community• offer comments on the impact their help can have, for example making people feel part of something, improving the local area, bringing in more business or financial support, preventing isolation of individuals or division between groups of people.

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.