

GCSE (9–1) English Language 2.0



Sample Assessment Materials

Pearson Edexcel GCSE (9–1) English Language 2.0 (1EN2)

First certification June 2022

Issue 2

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language 2.0 SAMs Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
<p>Paper 1 – mark scheme Section A: Reading – Question 2 and Question 5</p> <p>The AO4 mark grids have been amended – the first two bullet descriptors for Level 2 have been changed. The focus is on clear explanation and clear evaluation and judgements.</p>	27 and 31
<p>Paper 1 – mark scheme Section A: Reading – Question 4(b)</p> <p>We have added the following to the end rubric: <i>'Do not accept quotations alone that are not answering the question specifically.'</i></p>	30
<p>Paper 2 – mark scheme Section A: Reading – Question 3</p> <p>We have updated the end rubric to now read: <i>'Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.'</i></p>	63
<p>Paper 1 and Paper 2 – mark schemes Section B: Writing – Question 7 and Question 8</p> <p>The AO6 mark grid has been amended – the last bullet descriptor for each level has been updated and now focuses on the 'use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.'</p>	36 and 74

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introduction	1
General marking guidance	3
Paper 1	5
Paper 1: Mark scheme	25
Paper 2	37
Paper 2: Mark scheme	61

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) English Language 2.0 is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessments students will take.

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.
- When a candidate writes more points than required by the questions, the examiner will mark in order of appearance up to the number of points required by the question.
- 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 judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- 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 for levels-based mark schemes

How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels-based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced an answer that displays characteristics from more than one level, examiners must use their professional judgement to decide if they have covered enough of the higher-level descriptors to be awarded marks at the bottom of the mark range in that higher level. If that is not the case, then the higher mark in the lower level can be awarded.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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**Sample assessment material for first assessment
June 2022**

Time: 1 hour 55 minutes

Paper Reference **1EN2/01**

English Language 2.0

Paper 1: Non-Fiction Texts

You must have:

Source Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour 10 minutes on Section A.
- You should spend about 45 minutes on Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–3.

Write your answers in the spaces provided.

1 Identify **four** ways these new exercises can change women’s bodies.

1

2

3

4

(Total for Question 1 = 4 marks)

2 In **lines 1–13** the writer tries to persuade women to do calisthenic exercises by describing the benefits.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 1–13.

(6)

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(Total for Question 2 = 6 marks)

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

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DO NOT WRITE IN THIS AREA

(Total for Question 3 = 8 marks)

Read Text 2 in the Source Booklet provided and answer Questions 4–6.

Write your answers in the spaces provided.

4 (a) From lines 15–22, identify **two** signs that a person might be unhealthy.

(2)

1

2

(b) Read this extract.

It would have been a thankless task on my part to have striven to convince him of his error. But there was positively not more solidity in his arm, strong though it looked, than there is in a bladder of lard, or a prime Yorkshire ham.

And still my friend is not an obese man; not more so, at all events, than tens of thousands of people we see flattering themselves with the idea that, so long as their bodies are in good condition, so long as they have something to show, they are in excellent health.

From the extract, identify **two** mistakes people make about how healthy their bodies are.

(2)

1

2

(Total for Question 4 = 4 marks)

DO NOT WRITE IN THIS AREA

5 Read this extract.

A course of exercise, no matter what the kind of it is, ought to be begun and carried on by easy stages. Take the exercise of walking as an example. Here the strength should never be taxed, but the distance is to be increased day after day, till the person finds himself capable of performing a moderate journey in a reasonable time and that distance ought to become his daily standard.

Do not forget that exercise is a tonic, and, like all tonics, benefit is not to be expected from a single dose. Its effects are gradual; hence exercise should be taken with regularity. Look upon your daily walk as a duty, and let neither rain nor sunshine, snow nor hail, keep you from performing it.

In the extract the writer tries to persuade people to walk more.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

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(Total for Question 5 = 6 marks)

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DO NOT WRITE IN THIS AREA

6 For this question refer to the whole of Text 2.

'In my view, this text shows why health and exercise are important for everyone.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

Area for writing the answer, consisting of multiple horizontal lines.

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DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

(Total for Question 6 = 12 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B

Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

- *7 Write a speech for 16-year-old students with the title 'How daily activity can make you happier and healthier'.

A student has started a response to this task.

Nowadays, it is more important than ever to look after your physical and mental health. But where do you start? I would advise you look at how you can make small changes to your everyday life.

Continue this speech using your own ideas (do not copy information from Texts 1 and 2).

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 40 marks)

OR

- *8 Write a letter of application to a local sports centre applying for a part-time job.

You should include:

- what job you are applying for
- why you want the job
- the skills and experience you have to offer the sports centre.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

BEGIN YOUR ANSWER ON PAGE X

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Plan your answer to Section B here:

Write your answer to Section B here:

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.

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DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 80 MARKS

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment
June 2022

Time: 1 hour 55 minutes

Paper Reference **1EN2/01**

English Language 2.0

Paper 1: Non-Fiction Texts

Source Booklet

Do not return this Booklet with the question paper.

Advice

- Read the texts before answering the questions in Section A of the Question Paper.

Turn over ►

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SECTION A

Reading

Read Text 1 below and then answer Questions 1–3 on the Question Paper.

This is an extract from a household guide written in the 1880s that gives information to women about a new type of exercise called calisthenics.

The object of calisthenic exercises¹ is to secure physical beauty by developing the limbs and muscles of the human frame, and make the joints flexible, thereby giving strength and power, and ensuring a graceful carriage, erect bearing, and freedom to the figure.

Helplessness and inactivity are no longer looked upon as feminine virtues. Exercise is now recognised to be as great a necessity in woman's education as in man's; more especially in youth, when the frame is growing. 5

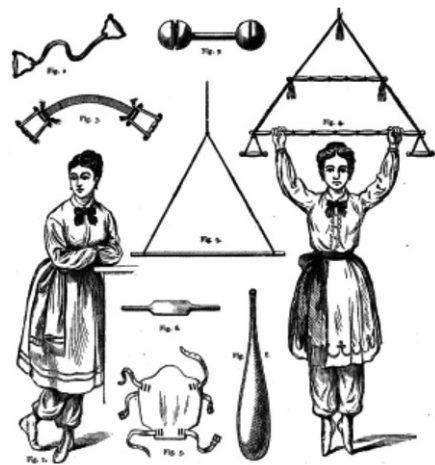
Nine women out of twenty have one shoulder larger than the other, many pursuits, such as reading, writing, and drawing, tending towards this; and physical exercise is absolutely necessary to counteract such tendencies, curing as it does many deformities of mind and person, rendering the soft, flexible tissues firm and strong, and making weak, delicate constitutions robust. 10

Such exercises must, however, be carried out under a system; irregularly conducted, they do more harm than good. The constitution must be coaxed, not strained; the strength not unduly taxed, no over-fatigue ensuing; for exhaustion makes people look worn and old. 15

Early morning or evening are the best times to select, but on no account immediately after a meal. 20

Glossary

¹*Calisthenic exercises* – exercises that use a person's own body weight, and do not need much equipment.



Read Text 2 below and answer Questions 4–6 on the Question Paper.

In this article from a family magazine in 1877, a doctor gives readers advice on how to improve their health through exercise.

It is curious how many persons one meets, almost daily, who seem entirely ignorant that a great difference exists between adipose tissue – fat, in fact – and muscular flesh.

I was fishing on the Thames, a few days ago, in company with a well-to-do City merchant. It was with a feeling of pride that nearly made his eyes water, that this gentleman, having had occasion to take off his coat and roll up his sleeves, slapped himself on the forearm and made the remark –

5

“Look there, doctor. You don’t see the like of that every morning – eh? There’s flesh for you. There is solidity.”

It would have been a thankless task on my part to have striven to convince him of his error. But there was positively not more solidity in his arm, strong though it looked, than there is in a bladder of lard, or a prime Yorkshire ham.

10

And still my friend is not an obese man; not more so, at all events, than tens of thousands of people we see flattering themselves with the idea that, so long as their bodies are in good condition, so long as they have something to show, they are in excellent health. Were men of this sort to attempt to carry a sack of potatoes up an ordinary flight of stairs, the truth, I think, would soon manifest itself to them.

15

Now how is a man to know when his muscles are in proper condition? I may as well mention here that it is always a suspicious sign when a man weighs either much over or much under the standard of weight with reference to height. In persons, too, whose muscles are flabby and overloaded with fat, you will usually find slight shortness of breath on exertion, clearly proving that the heart itself, which ought to be the strongest muscle in the body, partakes in some measure of deterioration.

20

In order to obtain good results from exercise, there are several things we must always bear in mind. Exercise must be taken in moderation, and extend over some considerable time. Whenever the body becomes tired, exertion, instead of being any longer of value as a tonic to the muscles, becomes a positive depressant.

25

A course of exercise, no matter what the kind of it is, ought to be begun and carried on by easy stages. Take the exercise of walking as an example. Here the strength should never be taxed, but the distance is to be increased day after day, till the person finds himself capable of performing a moderate journey in a reasonable time, and that distance ought to become his daily standard.

30

Do not forget that exercise is a tonic, and, like all tonics, benefit is not to be expected from a single dose. Its effects are gradual; hence exercise should be taken *with regularity*. Look upon your daily walk as a duty, and let neither rain nor sunshine, snow nor hail, keep you from performing it.

35

Source information

Total text word count: 690 words

Text 1: Cassells Household Guide Vol 4 1880s/www.victorianlondon.org/cassells/cassells-13.htm

Text 2: Cassells Family Magazine 1877/ www.victorianvoices.net/ARTICLES/CFM/CFM1877/CFM1877-Exercise.pdf

Paper 1 – mark scheme

The use of slashes is to show alternative responses and the use of brackets is to show possible, but not required or expected, student responses.

Section A: Reading

Question number	Answer	Mark
1	<p>AO1 (identify explicit information and ideas)</p> <p>Accept any reasonable reason, up to a maximum of 4 marks.</p> <p>Quotations and students' own words are acceptable.</p> <p>Students may identify the following reasons:</p> <ul style="list-style-type: none"> • by developing the limbs (of the human frame) (1) • by developing muscles (of the human frame) (1) • 'making the joints flexible' (1) • giving strength and power (1) • it can ensure a graceful carriage (1)/erect bearing (1)/freedom to the figure (1) • cures 'deformities of the mind and person' (1) • makes the body 'firm and strong' (1) • helps with their overall health - 'weak, delicate constitutions robust' (1). <p>Do not credit any references to the image.</p>	(4)

Question number	Answer
2	<p>AO4 (6 marks)</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • any reasons/evidence that is not in lines 1-13 • any reference to the writer's techniques that does not make a judgement on the success of the text • any references to the image. <p>Responses may include:</p> <ul style="list-style-type: none"> • the text opens positively by linking calisthenics with the idea of 'physical beauty' and 'strength and power' therefore women may be persuaded that it will make them healthier and more physically attractive • the text explains clearly that behaviours women might have thought were 'virtues' are no longer acceptable, and this may mean women are persuaded to try calisthenics in order to help them change their behaviour, and improve their health

Question number	Indicative content
<p>2 (contd.)</p>	<ul style="list-style-type: none"> • the writer successfully argues that exercise is just as important for women as it is for men, presenting it as 'great a necessity' and this might convince women to try the new exercises • the use of statistics 'Nine women out of twenty' is powerful as it shows many women have issues and if they do not exercise enough this will impact on their physical appearance • the benefit of the new exercises is successfully underlined as the writer includes not only the physical, but the mental benefits too, 'curing as it does many deformities of mind and person' and this could persuade women to try calisthenics as it has so many positive effects • the text is not successful in persuading women to try calisthenics as the writer states the exercises must be 'carried out under a system' but does not explain what this is, or how to do the new exercises • the text is not successful because it lists a range of physical problems 'Nine women out of twenty' have, but there is no evidence to support this statistic • the text is not successful in convincing women to try this new exercise as it is vague about the exact benefits of the exercises. It does state that the exercises give 'strength and power' but does not provide any evidence that these 'counteract' the 'deformities' caused by 'reading, writing, and drawing' therefore this may lack convincing detail • the text is not very persuasive as it makes generalisations about women 'reading, writing, and drawing' with 'soft' and 'weak, delicate constitutions' so women may perceive this as judgmental and not feel persuaded by these opinions • the text presents the writer's point of view with minimal evidence and no information about why their point of view is valid. This may be perceived as a biased view, and therefore be unsuccessful in convincing women about the benefits of calisthenics. <p>Accept any other reasonable responses.</p>

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> • No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Limited evaluative assertions offered, with little or no personal and critical judgement about the text. • The selection of references is limited and not always relevant to the points being made.
Level 2	3-4	<ul style="list-style-type: none"> • Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text • Clear evaluative opinion offered with clear personal and critical judgements about the text. • The selection of references is appropriate and relevant to the comments being made.
Level 3	5-6	<ul style="list-style-type: none"> • Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Sustained and detached critical evaluation offered with convincing personal judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Question number	Indicative content
3	<p data-bbox="371 120 563 152">AO2 (8 marks)</p> <p data-bbox="371 192 1326 259">Reward responses that explain how the writer uses language to interest and inform the reader.</p> <p data-bbox="371 300 1326 367">Use of relevant subject terminology is rewardable when it is used to support points.</p> <p data-bbox="371 407 1310 474">Responses may include the following points about the language of the text:</p> <ul data-bbox="371 483 1369 1995" style="list-style-type: none"> <li data-bbox="371 483 1369 622">• the writer implies that doing exercises will help women become more physically attractive, for example by using the verb 'to secure' with the phrase 'physical beauty' to strengthen the appeal of becoming more beautiful and show it is something the reader can achieve <li data-bbox="371 629 1369 801">• the writer uses impersonal language to inform the reader. The reader is not directly addressed, creating a detached and informative tone and making the reader believe in the value of the writer's words e.g. the target audience is referred to in general terms, with the noun 'women', or the possessive form 'woman's education' <li data-bbox="371 808 1369 913">• the writer uses language to interest female readers through a comparison between men and women – the use of the (comparative) phrase 'to be as great' <li data-bbox="371 920 1369 1059">• the writer creates a sense of equality between women and men to interest female readers, showing them that exercise is open to them and important to their education e.g. the noun 'necessity' to stress the importance of exercise to women <li data-bbox="371 1066 1369 1171">• the writer presents information as an established fact – 'Exercise is now recognised'. This informs the reader that the information is well-known and widely accepted so they will be convinced by it <li data-bbox="371 1178 1369 1317">• the writer interests the reader by showing the benefits and positive results of exercise, using words that suggest healing, such as 'counteract', 'curing', 'rendering', 'making' and words that reference health and fitness – 'frame', 'limbs', 'muscles' <li data-bbox="371 1323 1369 1429">• the writer creates strong images to help the reader to engage with the benefits of exercise by using double nouns – 'mind and person' and double adjectives 'firm and strong' 'weak, delicate' 'worn, old' <li data-bbox="371 1435 1369 1541">• the writer interests the reader by showing how they can change for the better using opposites – 'rendering the soft, flexible tissues firm and strong' and 'making weak, delicate constitutions robust' <li data-bbox="371 1547 1369 1675">• the text informs the reader through giving explicit advice which creates a sense of urgency in the reader and makes the writer sound authoritative. For example, using the (modal) verb 'must': 'exercises must...be carried out'; 'the constitution must be coaxed' <li data-bbox="371 1682 1369 1787">• an informative tone is created which helps to underline the effectiveness of exercise through the writer's use of mainly factual adjectives: 'physical beauty', 'physical exercise', 'soft, flexible tissues' <li data-bbox="371 1794 1369 1899">• the writer gains the reader's interest by giving cautionary advice, making the reader feel that the writer is to be trusted on the subject of exercise, by using adverbs such as 'irregularly' and 'immediately' <li data-bbox="371 1906 1369 1995">• they gain interest by warning readers about how exercising could be carried out badly, reinforcing the writer's authority, by using negative (rhetorical) phrases – 'not strained', 'not taxed', 'no over-fatigue'. <p data-bbox="371 2036 874 2067">Accept any other reasonable responses.</p>

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Comment on the text and on the language used to achieve effects and influence readers. • The use of references is valid, but not developed. • Limited evidence of relevant subject terminology used to support comments.
Level 2	3-4	<ul style="list-style-type: none"> • Explanation of the text and how language is used to achieve effects and influence readers. • The selection of references is generally appropriate and relevant to the points being made. • Some use of relevant subject terminology used to support explanation.
Level 3	5-6	<ul style="list-style-type: none"> • Exploration of the text and how language is used to achieve effects and influence readers. • The selection of references is detailed, appropriate and fully supports the points being made. • Use of a range of relevant subject terminology to support exploration.
Level 4	7-8	<ul style="list-style-type: none"> • Analysis of how language is used to achieve effects and influence readers. • The selection of references is discriminatory and clarifies the points being made. • Precise use of a range of relevant subject terminology to support analysis.

Question number	Answer	Mark
4(a)	<p>AO1 (identify explicit information and ideas)</p> <p>Accept any reasonable signs from lines 15-22 only, up to a maximum of 2 marks.</p> <p>Students may identify the following signs:</p> <ul style="list-style-type: none"> • they can't carry anything heavy up a flight of stairs/struggle to carry (a sack of) potatoes up some stairs (1) • they weigh too much (1) • they weigh too little (1) • their muscles are flabby (1) • their muscles are overloaded with fat (1) • they are short of breath when exercising (1). 	(2)

Question number	Answer	Mark
4(b)	<p>AO1 (interpret implicit information and ideas)</p> <p>Accept any reasonable mistakes implied by the text, up to a maximum of 2 marks.</p> <p>Students may identify the following mistakes:</p> <ul style="list-style-type: none"> • thinking fat arms are muscular/solid (1) • thinking that if you are not obese, you are healthy (1) • thinking that if your body is in 'good condition' or works well you are healthy (1) • thinking that if you have 'something to show'/have some muscles, you are healthy (1). <p>Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.</p>	(2)

Question number	Answer
5	<p>AO4 (6 marks)</p> <p>Reward responses that evaluate how successfully the extract persuades people to walk more.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract.</p> <p>Candidates must give three reasons supported by evidence to access Level 3.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the extract is successfully persuasive as walking is something which most people can imagine themselves doing on a daily basis. This makes it seem realistic and achievable. • the extract is successful as it warns readers that change will not come overnight and compares it with something medical that they will understand. By comparing walking and its benefits, to a 'tonic', readers see that the 'effect will be gradual', but worth it • the extract is persuasive as it uses the theme of journeys and stages to explain change is gradual and that everyone is different. The writer does not state a set number of hours or miles to be walked which might be off-putting. The use of the words 'moderate', 'reasonable' and 'standard' makes walking more seem less daunting • the ending of the extract is optimistic and inspirational. The use of pairs of words and different settings – 'rain nor sunshine' 'snow nor hail' – persuades the reader that nothing can stop them walking • the overall tone is gentle and gives a lot of encouragement about how good a form of exercise walking is and how easily it can become part of everyday life. The medical references as well as appealing to reader's sense of 'duty' suggest that the writer is an expert in the field and as a doctor he knows what is best

Question number	Answer
5 (contd.)	<ul style="list-style-type: none"> the extract is not persuasive as this could be the biased view of just one medical professional who clearly loves walking and is also quite bossy 'Look upon your daily walk as a duty'. This may not appeal to some readers who feel they are being lectured or made to feel guilty if they do not exercise with zeal the extract is not very persuasive as it is clear you have to be dedicated and walking is going to take up a lot of time and be a 'daily standard' and this may not appeal to busy people or those that want other ways to exercise successfully. <p>Accept any other reasonable responses.</p>

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Limited evaluative assertions offered, with little or no personal and critical judgement about the text. The selection of references is limited and not always relevant to the points being made.
Level 2	3-4	<ul style="list-style-type: none"> Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text Clear evaluative opinion offered with clear personal and critical judgements about the text. The selection of references is appropriate and relevant to the comments being made.
Level 3	5-6	<ul style="list-style-type: none"> Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Sustained and detached critical evaluation offered with convincing personal judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Question number	Indicative content
6	<p>AO4 (12 marks)</p> <p>Reward responses that evaluate how successfully the text shows that health and exercise is important for everyone.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the overall tone of the text is friendly, but has an air of authority which makes the reader feel that the advice is for everyone – including them • the text was written by a doctor, but does not have a lot of medical terminology or technical advice which allows a general readership to learn about the common mistakes people make about their own health as well as learning how to improve it • the article introduces the idea of learning about health with an anecdote about a meeting with one man and then expands to how he typifies the views of a lot of people. The use of a first-person account from a doctor gives the article more credibility • the writer uses large numbers – ‘tens of thousands of people’ – as well as the fact that he has this conversation on a ‘daily basis’ to show how many people need to learn more about health and exercise • the writer uses general terms – ‘men’, ‘this sort’, ‘bodies’ to show that these views are held by a lot of people and to encourage readers to include themselves in these groups • the writer uses exclamations and rhetorical questions to encourage the readers to seek out the answers about exercise themselves as well as challenging them into seeing how they have been wrong about their ideas of health and exercise • the writer uses vivid imagery to help readers to visualise what he is discussing and to understand the issues. He states how the man's arm had no more muscle than ‘a bladder of lard, or a prime Yorkshire ham’ • the writer also uses the image of a man struggling to carry a ‘sack of potatoes’ up an ‘ordinary flight of stairs’ to allow his readers to see how easy it is for them to learn how unfit they are • the article ends with sensible and logical advice about walking more and ensuring that exercise is done every day to help people see how simple it is to build exercise into their lives and stick to a regime which suits them • the article is rather vague and does not give any precise advice about why health and exercise is important for everyone. It talks about why people need to be more aware but does not give any advice about how to lose weight other than walking more • the article is focused more on male health than female health so does not show why exercise is important for everyone. Even though it does address the ‘reader’ or ‘people’, the examples used all refer to ‘men’ or a ‘man’. The doctor also talks to a ‘well-to-do City merchant’ at the start of the article who is also a man • the article includes a lot of colloquial language and exclamations – ‘eh?’ ‘quickly downhill!’ – which distract from the seriousness of the article and may distract readers from understanding its main, more serious message. <p>Accept any other reasonable responses.</p>

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> • No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Limited evaluative assertions offered, with little personal judgement about the text. • The selection of references is limited and not always relevant to the points being made.
Level 2	3-4	<ul style="list-style-type: none"> • Straightforward comment of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Straightforward evaluative opinions offered with some personal judgements about the text. • The selection of references is valid, though not always developed and secure relevance to the points being made.
Level 3	5-7	<ul style="list-style-type: none"> • Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Informed evaluative opinion offered with sound personal judgements about the text. • The selection of references is appropriate and relevant to the comments being made.
Level 4	8-10	<ul style="list-style-type: none"> • Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Developed critical evaluation offered with detailed personal judgements about the text. • The selection of references is appropriate, detailed and fully supports the evaluation being made.
Level 5	11-12	<ul style="list-style-type: none"> • Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Sustained and detached critical evaluation offered with convincing personal judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Section B: Writing

Question number	Indicative content
7	<p>AO5 (24 marks), AO6 (16 marks)</p> <p>Purpose: to write a speech, to inform, advise and/or persuade.</p> <p>Audience: the writing is for a 16-year-old student audience. The focus is on communicating positive ideas about daily activity and a healthier lifestyle. This can involve a range of approaches.</p> <p>Form: there should be clear organisation and structure with development of the ideas provided and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • identify types of activity or exercise you might take • identify situations where you could do more exercise/healthy activities • give reasons why activity might make people happier/healthier • give advice to those wishing to take up exercise • give positive reasons why the audience might want to be more active. <p>Do not credit any information copied directly from Text 1 and/or Text 2.</p> <p>Accept any other reasonable points.</p>

Question number	Indicative content
8	<p>AO5 (24 marks), AO6 (16 marks)</p> <p>Purpose: to write a letter of application, to inform and/or persuade.</p> <p>Audience: the manager of a local sports centre, a professional audience. The focus is on communicating positive ideas about why the sports centre should offer the writer a job. This may involve a variety of approaches and should be compelling.</p> <p>Form: the response should be set out as a formal letter. The letter should be opened and closed clearly, with an appropriate salutation and letter ending. Paragraphs should be organised appropriately. The response should have appropriate tone and language for a letter of application.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • introduce the student and why they are writing • focus on what qualities are needed to work in a sports centre, for example dealing with people, knowledge of diet/exercise • comment on the student's own skills and experience, linking them to the qualities needed • describe examples where the student has used the skills mentioned • explain why the sports centre would benefit from the student's skills and experience. <p>Accept any other reasonable points.</p>

Level	Mark	AO5 descriptor 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
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5-9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. 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"> Clear ability to communicate clearly, effectively, and imaginatively. 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"> Secure ability to communicate clearly, effectively, and imaginatively. 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"> Sophisticated ability to communicate clearly, effectively, and imaginatively. 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.

Level	Mark	AO6 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Uses basic vocabulary, often misspelled. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. • Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	<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. • Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	<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. • Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	11–13	<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. • Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	<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. • Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Centre Number

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Candidate Number

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**Sample assessment material for first assessment
June 2022**

Time: 1 hour 55 minutes

Paper Reference **1EN2/02**

English Language 2.0

Paper 2: Contemporary Texts

You must have:

Source Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour 10 minutes on Section A.
- You should spend about 45 minutes on Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–2.

Write your answers in the spaces provided.

1 From lines 15–19, identify **one** change in the doctor’s attitude.

(1)

.....

(Total for Question 1 = 1 mark)

2 Read this extract.

Downstairs they were allowed to wear their own clothes. This made a big difference to Stella. I remarked on it as soon as I saw her. She was in a dark skirt and an elegant cream blouse with a high neck and an attractive brooch pinned to the breast. She was slower and more deliberate in all her movements and expressions now, there was a quality of stillness to her that rather dramatically heightened the effect of her beauty, which had always tended to the stately. She thanked me warmly for having her transferred; she was aware that most patients spent far longer on the admissions ward than she had.

In the extract, how does the writer use language to present Stella?

Use examples from the extract and relevant subject terminology.

(6)

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(Total for Question 2 = 6 marks)

Read Text 2 in the Source Booklet provided and answer Questions 3–4.

Write your answers in the spaces provided.

3 Read this extract.

The visitation room was twenty feet square with a few stools bolted to the floor. Everything in the room was made of metal and secured. In front of the stools, wire mesh ran from a small ledge up to a ceiling twelve feet high. The room was an empty cage until I walked into it. For family visits, inmates and visitors had to be on opposite sides of the mesh interior wall; they spoke to one another through the wires of the mesh.

From the extract, identify **one** feature of the room which shows the prisoners could be dangerous.

(1)

.....

.....

(Total for Question 3 = 1 mark)

4 The writer presents a meeting between the narrator (a lawyer) and a prisoner.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

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(Total for Question 4 = 10 marks)

6 Compare the writers’ ideas and perspectives about prison life.

You should compare the writers’:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

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(Total for Question 6 = 16 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B

Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

*7 Write an imaginative piece that starts with the line:

'I knew the minute I saw them that they needed help!'

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 40 marks)

OR

*8 Write about a time when you, or someone you know, visited a place for the first time.

Your response could be real or imagined.

You **may** wish to base your response on one of the images or use any ideas of your own.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

BEGIN YOUR ANSWER ON PAGE 14

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(Source: © Andres Conema/Shutterstock)

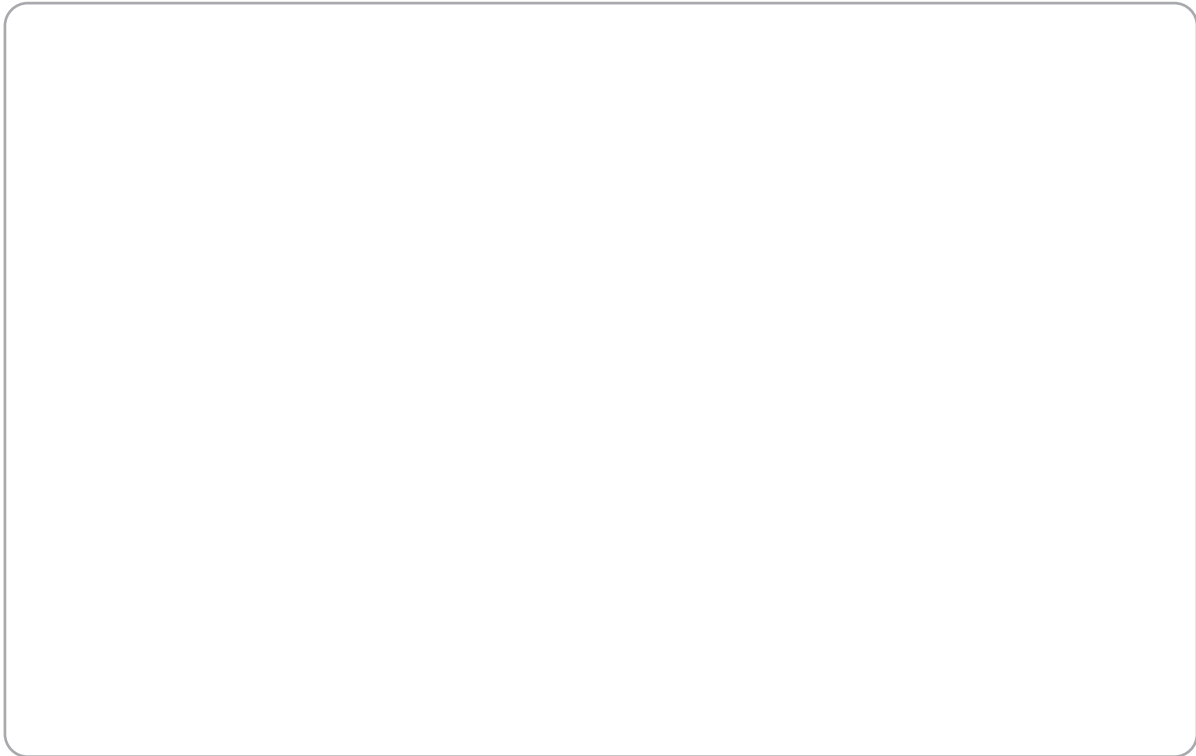


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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen question number: **Question 7** ☒ **Question 8** ☒

Plan your answer to Section B here:



Write your answer to Section B here:



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TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment
June 2022

Time: 1 hour 55 minutes

Paper Reference **1EN2/02**

English Language 2.0

Paper 2: Contemporary Texts

Source Booklet

Do not return this Booklet with the question paper.

Advice

- Read the texts before answering the questions in Section A of the Question Paper.

Turn over ►

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SECTION A

Reading

Read Text 1 (fiction) below and then answer Questions 1–2 on the Question Paper.

In this extract from a novel, Peter, a doctor in a psychiatric prison in the 1950s, is visiting Stella, who has been moved to part of the prison where prisoners have more freedom. Peter wants Stella to talk about what happened with her son Charlie.

Downstairs they were allowed to wear their own clothes. This made a big difference to Stella. I remarked on it as soon as I saw her. She was in a dark skirt and an elegant cream blouse with a high neck and an attractive brooch pinned to the breast. She was slower and more deliberate in all her movements and expressions now, there was a quality of stillness to her that rather dramatically heightened the effect of her beauty, which had always tended to the stately. She thanked me warmly for having her transferred; she was aware that most patients spent far longer on the admissions ward than she had. I waved away her gratitude. 5

'I couldn't see that it would serve any useful purpose keeping you up there,' I said.

She was watching me carefully. I had come to the ward and she'd taken me to her new room. It was larger than her room upstairs, it had no bars on the window and no grille on the door. There was a rug on the floor by the bed, a table and chair, and a cupboard for her clothes. It was the sort of room you'd give a senior girl at a boarding school. 10

'No photographs?' I said. 'No knick-knacks, nothing personal?'

'No,' she said quietly. I was on the bed, she was on the chair facing me. She noticed the change in my attitude towards her, a friendliness I hadn't shown her when she was upstairs. The brisk, detached, inquiring tone had been abandoned. She felt I had made myself properly available to her again as a friend and not merely as a doctor. She didn't try to exploit it, this new warmth, not yet, for she didn't do anything spontaneously now. 15

'Would you like to talk about Charlie?' I said. 20

This was difficult now. She gazed at me silently for a moment.

'No, Peter,' she said at last, 'I don't think so. Not yet.'

'Why not?'

'Too painful.'

I nodded. 'Do you think about him much?' 25

A small ironic laugh. 'Do I think about anything else?'

I nodded again. 'We will have to talk about it soon. I want to give you time.'

'I know that. Thank you.'

Once more I waved away her gratitude.

Read Text 2 (non-fiction) below and answer Questions 3–4 on the Question Paper.

In this extract from his memoir, Bryan Stevenson, an African American lawyer, remembers one of the first times he visited a prison in the early 1980s.

The visitation room was twenty feet square with a few stools bolted to the floor. Everything in the room was made of metal and secured. In front of the stools, wire mesh ran from a small ledge up to a ceiling twelve feet high. The room was an empty cage until I walked into it. For family visits, inmates and visitors had to be on opposite sides of the mesh interior wall; they spoke to one another through the wires of the mesh. Legal visits, on the other hand, were “contact visits” – the two of us would be on the same side of the room to permit more privacy. The room was small and, although I knew it couldn’t be true, it felt like it was getting smaller by the second. I began worrying again about my lack of preparation. I’d scheduled to meet with the client for one hour, but I wasn’t sure how I’d fill even fifteen minutes with what I knew. I sat down on one of the stools and waited. After fifteen minutes of growing anxiety, I finally heard the clanging of chains on the other side of the door. 5
10

The man who walked in seemed even more nervous than I was. He glanced at me, his face screwed up in a worried wince, and he quickly averted his gaze when I looked back. He didn’t move far from the room’s entrance, as if he didn’t really want to enter the visitation room. He was a young, neatly groomed African American man with short hair – clean-shaven, medium frame and build – wearing bright, clean prison whites. He looked immediately familiar to me, like everyone I’d grown up with, friends from school, people I played sports or music with, someone I’d talk to on the street about the weather. The guard slowly unchained him, removing his handcuffs and the shackles around his ankles, and then locked eyes with me and told me I had one hour. The officer seemed to sense that both the prisoner and I were nervous and to take some pleasure in our discomfort, grinning at me before turning on his heel and leaving the room. The metal door banged loudly behind him and reverberated through the small space. 15
20

The condemned man didn’t come any closer, and I didn’t know what else to do, so I walked over and offered him my hand. He shook it cautiously. We sat down and he spoke first. 25

“I’m Henry,” he said.

“I’m very sorry” were the first words I blurted out. Despite my preparations and rehearsed remarks, I couldn’t stop myself from apologising repeatedly. 30

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Source information

Total text word count: 814 words

Text 1: extract taken from *Asylum*, Patrick McGrath (Penguin)

Text 2: extract taken from *Just Mercy: A Story of Justice and Redemption*, Bryan Stevenson (Penguin 2014)

Paper 2 – mark scheme

Section A: Reading

The use of slashes is to show alternative responses and the use of brackets is to show possible, but not required or expected, student responses.

All answers should be gained from reading, understanding and analysis of the unseen extracts, therefore do not credit any references that are based on other representations of the texts in other media, such as film or television adaptations.

Paper 2 may include texts in the first or third person. Candidates will engage with texts where the writer is the narrative voice and those where the writer is not.

Candidates are not expected to analyse the writer's ideas distinctly from the perspectives of the narrator and/or other characters, but only to consider, for example, how the character (including where this character is an 'I') is presented and to consider ideas as they are presented in the text.

Question number	Answer	Mark
1	<p>AO1 (identify explicit information and ideas)</p> <p>Accept any one change from lines 16–20.</p> <p>Students may identify the following changes:</p> <ul style="list-style-type: none">• the doctor is more friendly (1)• he is less brisk/less detached/inquiring (1)• he is available as a friend (not just a doctor) (1)• he is showing a new warmth (towards Stella/her) (1). <p>Do not accept 'he had changed his attitude'.</p>	(1)

Question number	Indicative content
2	<p data-bbox="368 248 564 277">AO2 (6 marks)</p> <p data-bbox="368 338 1345 405">Reward responses that explain how the writer uses language to present Stella in the given extract.</p> <p data-bbox="368 465 1326 533">Use of relevant subject terminology is rewardable when it is used to support points.</p> <p data-bbox="368 600 1310 667">Responses may include the following points about the language of the text:</p> <ul data-bbox="368 678 1366 1379" style="list-style-type: none"> <li data-bbox="368 678 1366 768">• the writer indicates that Stella has noticeably changed since she moved downstairs in terms of what she is wearing and this is clearly significant, as Peter/the Doctor/narrator ‘remarked on it as soon as I saw her’ <li data-bbox="368 779 1366 869">• the writer describes Stella’s clothes in detail which creates an impression of someone who is dressed appropriately and smartly with the use of the (positive) adjectives ‘elegant’, ‘high’ and ‘attractive’ <li data-bbox="368 880 1366 969">• Stella is presented as having positive qualities, using adverbs such as ‘stately’ and ‘warmly’ which suggest that some of these qualities come from what she does, rather than how she appears <li data-bbox="368 981 1366 1104">• the writer presents Stella as intensely interesting to Peter/the Doctor/narrator by using a series of adjectives that focus attention on her appearance and dress ‘dark skirt...elegant cream blouse with a high neck... attractive brooch pinned to the breast’ <li data-bbox="368 1115 1366 1205">• the writer presents Stella as attractive to Peter/the Doctor/narrator by using (positive) words such as ‘beauty’, and ‘stillness’ and shows that her attractiveness to him has increased with the adverbs ‘rather dramatically’ <li data-bbox="368 1216 1366 1272">• Stella is presented as polite and aware of her status, as we are told that she thanks Peter/the Doctor/narrator ‘warmly’ for allowing her to be transferred <li data-bbox="368 1283 1366 1379">• she is presented as knowing that she is lucky/fortunate, and the writer emphasises that she did not spend as long in the admissions ward as other people: ‘far’ (as an intensifier/modifier) and the adverb ‘longer’. <p data-bbox="368 1429 823 1458">Accept any other reasonable points.</p>

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Comment on the text and on the language used. • The use of references is valid, but not developed. • Limited evidence of relevant subject terminology used to support comments.
Level 2	3-4	<ul style="list-style-type: none"> • Explanation of the text and how language is used. • The selection of references is generally appropriate and relevant to the points being made. • Some use of relevant subject terminology used to support explanation.
Level 3	5-6	<ul style="list-style-type: none"> • Analysis of the text and how language is used. • The selection of references is discriminatory and clarifies the points being made. • Precise use of a range of relevant subject terminology to support analysis.

Question number	Answer	Mark
3	<p>AO1 (interpret implicit information and ideas)</p> <p>Accept any reasonable feature from the extract.</p> <p>Students may identify one of the following features which implies that the prisoners could be dangerous:</p> <ul style="list-style-type: none"> • ‘few stools bolted to the floor’ (1) • everything in the room is ‘metal and secured’ (1) • there is a long wire mesh which goes from the floor to the ceiling (1) • the room is described as an ‘empty cage’ (1) • ‘inmates and visitors had to be on opposite sides of the mesh interior wall’ (1). <p>Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.</p>	(1)

Question number	Indicative content
4	<p data-bbox="368 192 576 226">AO2 (10 marks)</p> <p data-bbox="368 282 1321 349">Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p data-bbox="368 409 1326 477">Use of relevant subject terminology is rewardable when it is used to support points.</p> <p data-bbox="368 539 1310 607">Responses may include the following points about the language of the text:</p> <ul data-bbox="368 618 1369 1686" style="list-style-type: none"> • the writer informs the reader by using facts and figures about the rooms – ‘twenty feet square’, ‘twelve feet high’ to show the dimensions of the room and how confined the spaces are which might make a reader feel sympathy for the prisoners • the writer engages the reader through the harsh description of the visiting room, which emphasises the idea of imprisonment, by using precise, factual (concrete) nouns for example, ‘stools’, ‘metal’, ‘mesh,’ ‘wires,’ ‘wall’, ‘client,’ ‘handcuffs’, ‘shackles’ • he informs the reader about how uninviting the prison is to make clear to a general readership the realities of prisons. For example, by using (harsh and restrictive) words such as ‘wire mesh’, ‘metal’, ‘bolted’, ‘cage’ and ‘mesh’ • the reader is engaged as they are made to share the visitor’s nerves through the use of the image of the room getting ‘smaller by the second’, which shows that he is feeling pressurised and claustrophobic • the feeling of being trapped and in a cage is enhanced by use of onomatopoeia as the metal door closing ‘banged loudly behind him’ • readers engage with the narrator’s experience of visiting the prison and his impressions of it through the use of general terms to identify people: ‘inmates’, ‘visitors’, ‘man’, ‘guard’ which creates a sense of the prison situation being impersonal • readers are engaged as they feel empathy for both Henry and the narrator as they are described as ‘nervous’, and this is emphasised by the use of the verb ‘blurted out’ to describe the narrator’s first example of direct speech • the reader is made to engage with the narrator’s personality as he is kind – he makes an effort to literally reach out and touch Henry as he ‘offered him my hand’ - and even though the narrator is technically in a position of power, he is the one who is ‘sorry’ and feels ‘growing anxiety’ which makes the reader like him • the writer engages the reader by emphasising the length of time when the guard unchains the prisoner, for example with the use of (continuous) verbs ‘removing’, ‘grinning’ and he emphasises the guard’s position of power as they ‘slowly unchained him’. <p data-bbox="368 1697 1315 1765">Responses may include the following points about the structure of the text:</p> <ul data-bbox="368 1776 1369 2101" style="list-style-type: none"> • the extract engages the reader by starting with a description of the room and the prison itself, then moves onto a description of Henry and ends with the two men finally talking to each other. It is a journey from the building, to a visual image of the prisoner to them speaking. The writer builds tension but then the meeting becomes more relaxed once the narrator sees that Henry introduces himself so simply • the extract engages the reader when Henry is first introduced by the phrase ‘clanging of chains’ which signals his approach and heightens the tension of his arrival. The continuous form ‘clanging’ giving a sense of movement to his approach and sets up anticipation for the next paragraph

Question number	Indicative content
4 (contd)	<ul style="list-style-type: none"> • the reader is informed by the description of Henry – the prisoner – when he is seen in person as he is described as an average and pleasant looking person ‘young’, ‘neatly groomed’ ‘clean-shaven’, ‘medium frame and build’, which is not what the reader might have expected from a prisoner in ‘clanging chains’ which creates a contrast with the previous paragraph • the writer informs the reader by showing the narrator’s sense of familiarity with the prisoner, for example – (subordinate clauses) ‘people I played sports or music with’, ‘someone ‘I’d talk to on the street’ • the writer engages the reader by creating a sense of uncertainty, discomfort and unease in the narrator by using long and complex sentences (with a lot of subordination), or compound sentences in paragraphs one and two • the writer engages the reader through the use of different sentence structures in paragraphs one and two to create a sense of movement and flow by using long and complex sentences and this contrasts with the three final, very short paragraphs • the writer uses structure to suggest the narrator feels a sense of equal status with the prisoner giving an impression of the narrator’s attitude and making him appear likeable and relatable e.g. in the use of balanced structures ‘The condemned man didn’t come any closer, and I didn’t know what else to do’, ‘We sat down and he spoke first’ • the reader is made to engage as the writer establishes a strong narrative voice, which creates a conversational tone and shows the writer’s feelings, for example the use of contractions such as ‘I’d’ and ‘didn’t’. The constant use of the pronoun ‘I’ also highlights that the reader is being presented with the situation through the personal perspective of Bryan Stevenson. <p>Accept any other reasonable points.</p>

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> Limited comment on the text and on the language and/or structure used to interest and engage readers. The use of references is limited. Limited evidence of relevant subject terminology used to support comments.
Level 2	3-4	<ul style="list-style-type: none"> General comment on the text and on the language and/or structure used to interest and engage readers. The selection of references is valid, but not developed. Some use of relevant subject terminology used to support explanation. <p>NB: candidates who only consider language or structure cannot achieve a mark beyond the top of Level 2</p>
Level 3	5-6	<ul style="list-style-type: none"> Explanation of the text and how language and structure is used to interest and engage readers. The selection of references is generally appropriate and relevant to the points being made. Some use of relevant subject terminology used to support explanation.
Level 4	7-8	<ul style="list-style-type: none"> Exploration of the text and how language and structure is used to interest and engage readers. The selection of references is detailed, appropriate and fully supports the points being made. Use of a range of relevant subject terminology to support exploration.
Level 5	9-10	<ul style="list-style-type: none"> Analysis of how language and structure is used to interest and engage readers. The selection of references is discriminatory and clarifies the points being made. Precise use of a range of relevant subject terminology to support analysis.

Question number	Answer
5	<p data-bbox="368 271 563 300">AO1 (6 marks)</p> <p data-bbox="368 360 1102 389">Candidates must draw on BOTH texts to access marks.</p> <p data-bbox="368 450 1278 517">Candidates must give three separate ways the meetings are similar supported by evidence from both texts to access Level 3.</p> <p data-bbox="368 573 1043 602">Summaries may include the following similarities:</p> <ul data-bbox="368 618 1375 1485" style="list-style-type: none"> • the two texts show meetings in a place of confinement/prison. In Text 1, the narrator talks about how Stella's room had 'no bars on the window or no grille on the door' unlike her room upstairs; in Text 2, we are told how everything is 'metal and secured' • the two texts show meetings between a professional and a prisoner. In Text 1, Peter refers to himself as 'a doctor' and in Text 2, the narrator explains that he is there on a 'legal visit' • the two texts show meetings where the visitor wants to offer professional help to the prisoner. In Text 1, the narrator encourages Stella to talk about Charlie and says that 'we will have to talk about it soon'. In Text 2, the narrator is on a 'legal visit' to tell Henry 'all he knew' • the two texts show meetings in a private room. Text 1 takes place in Stella's 'new room' and Text 2 is in the 'visitation room' • the two texts show meetings where the visitor takes control. In Text 1, the narrator is responsible for getting Stella moved but he 'waves away her gratitude'. In Text 2, the narrator holds out his hand to break the tension • the two texts show meetings where the prisoners are apprehensive. In Text 1, Stella watches the narrator 'carefully' and speaks 'quietly' and in Text 2, Henry is 'even more nervous' than the narrator • the two texts show meetings that are friendly. In Text 1, Stella thanks the narrator for all he has done, and they sit close to each other in her room. In Text 2, Henry and the narrator shake hands before they start to speak • the two texts show meetings where the visitors are well-meaning and want to help. In Text 1, the narrator tells us that he is making an effort to show 'friendliness' and the narrator in Text 2 says he 'apologises repeatedly' as he is worried he has not done enough to help Henry. <p data-bbox="368 1532 823 1561">Accept any other reasonable points.</p>

Level	Mark	AO1 descriptor Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Insufficient (less than three) or sufficient (three) but repetitive selection of similarities. • Limited synthesis of evidence from different texts. • Limited use of textual evidence to support synthesis.
Level 2	3–4	<ul style="list-style-type: none"> • Sufficient (three) and mostly distinct selection of similarities. • Clear synthesis of evidence from different texts. • Valid selection of textual evidence to support synthesis, but not fully developed and there may be an imbalance.
Level 3	5–6	<ul style="list-style-type: none"> • Sufficient (three) and fully distinct selection of similarities. • Precise synthesis of evidence from different texts. • Appropriate and relevant textual selection of evidence to support synthesis.

Additional guidance

The descriptors in bullet point one refer to the number of similarities selected by candidates (in/sufficient) and the extent to which these are distinct (repetitive, mostly distinct, fully distinct).

The descriptors in bullet two refer to the relative quality of the synthesis undertaken by the student (limited, clear, precise).

Question number	Indicative content
6	<p>AO3 (16 marks)</p> <p>Candidates must draw on BOTH texts to access marks.</p> <p>Reward responses that compare how each writer presents ideas and perspectives about prison life.</p> <p>Candidates may have compared the following:</p> <ul style="list-style-type: none"> • what prison life is like • how prison life and the prisoners are portrayed through the eyes of non-prisoners' • how the thoughts and feelings of the non-prisoners and the prisoners are presented • the meetings between the prisoners and the non-prisoners • how the prisoners are treated. <p>Responses may include the following similarities between the ideas and perspectives of the writers and how they are conveyed:</p> <ul style="list-style-type: none"> • the writers both use images of confinement to convey the bleakness of prison life. Text 1 implies that some of the rooms have bars and grilles as Stella's room does not have them. Text 2 describes how family spoke to each other 'through the wires in the mesh' • the writers both use first person narrators to convey what they are seeing and saying which allows the reader to see prison life from the narrators' perspectives. The use of the personal pronoun 'I' makes the prison visits seem more immediate

Question number	Indicative content
6 (contd.)	<ul style="list-style-type: none"> • the writers introduce the prisoners (Stella and Henry) by describing them physically and by describing what they are wearing which allows the reader to see what the people in prisons are like and how they are treated. In Text 1, Stella and the other patients/prisoners downstairs are allowed to wear their own clothes whereas Henry is in 'bright, clean prison whites' • the writers both keep the reason why the prisoners are confined from the readers. In Text 1, we think that it might be something to do with 'Charlie' as it is still 'too painful' for Stella. In Text 2, we are never told why Henry is in prison, but we can infer that it is something very serious by all of the security and chains and that he is referred to as 'The condemned man'. <p>Responses may include the following differences of the ideas and perspectives of the writers and how they are conveyed:</p> <ul style="list-style-type: none"> • the writers focus on different types of prisons and situations to convey their ideas about prison life. The prison in Text 1 is much more relaxed and inmates are allowed to wear their own clothes whereas the prison in Text 2 is very rigid and prisoners are all in prison 'whites' • the writers convey the different perspectives of their narrators about prison life, through the use of first-person narration to show their thoughts. In Text 1, we get the strong impression that Peter finds Stella attractive as he states how the clothes she is wearing 'heightened the effect of her beauty'. In Text 2, the narrator feels a connection to Henry as he states how 'he looked immediately familiar to me, like everyone I'd grown up with' • the writers convey two different types of security in the prisons by describing the surroundings and showing how different prison life can be. In Text 1, we see how Stella's room had a 'rug on the floor' as well as a 'cupboard for her clothes' but in Text 2, the room Henry is in, has a 'few stools bolted to the floor' • the writers describe the non-prisoners' different perspectives about prison life by the way they behave differently at the start and end. In Text 1, the narrator is calm and clearly comfortable in his surroundings. At the start of the extract, he seems happy to talk to Stella straight away - 'I remarked on it as soon as I saw her' - and then at the end, he is comfortably sitting in her room asking her to talk to him. In Text 2, we see from the start of the extract that the narrator is nervous and worried. He does not feel in control of the situation and is intimidated as the room was 'getting smaller by the second'. At the end of the extract, he admits that all he could do was apologise to Henry • the writers use the narrators' thoughts to convey the different attitudes of the narrators towards their role in prison life. In Text 1, the narrator is clearly in a role of authority and sees himself as superior as, in the opening of the extract, we are told that he was responsible for having Stella transferred and he uses the short sentence - 'I waved away her gratitude'. This control is underlined at the end of the extract when we are told 'Once more I waved away her gratitude'. However, in Text 2, the narrator is nervous about meeting Henry and sees himself as an equal in the relationship as he likens Henry to 'someone I'd talk to on the street about the weather'. <p>Accept any other reasonable points.</p>

Level	Mark	AO3 descriptor Compare the writers' ideas and perspectives, as well as how these are conveyed, across two more texts
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Comparison between the texts is limited. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references from texts is limited.
Level 2	4-6	<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 across both texts is valid, but not developed.
Level 3	7-10	<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 across both texts is appropriate and relevant to the points being made.
Level 4	11-13	<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	14-16	<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: Writing

Question number	Indicative content
7	<p data-bbox="368 349 794 383">AO5 (24 marks), AO6 (16 marks)</p> <p data-bbox="368 443 1369 544">Purpose: to write a real or imagined piece using the opening line provided. This may involve a range of approaches, including: description, narrative, monologue and other literary techniques.</p> <p data-bbox="368 600 1358 667">Audience: the writing is for a general readership. Students can choose to write for an adult audience or an audience of young people.</p> <p data-bbox="368 723 1350 902">Form: the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with the introduction provided, development of points and a conclusion. Some students may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach.</p> <p data-bbox="368 969 587 1003">Responses may:</p> <ul data-bbox="368 1014 1342 1216" style="list-style-type: none"><li data-bbox="368 1014 839 1048">• write about saving someone’s life<li data-bbox="368 1048 1150 1081">• write about helping someone who was ill or in an accident<li data-bbox="368 1081 1342 1182">• make reference to the ideas mentioned in the unseen texts, for example helping someone escape from prison; defend someone who is wrongfully accused<li data-bbox="368 1182 1310 1216">• refer to a best friend, pet, parent or an object (car, phone, video game). <p data-bbox="368 1272 823 1305">Accept any other reasonable points.</p>

Question number	Indicative content
8	<p>AO5 (24 marks), AO6 (16 marks)</p> <p>Purpose: to write a real or imagined piece about a place you, or someone you know, has never been before. This may involve a range of approaches, including: description, narrative, monologue and other literary techniques.</p> <p>Audience: the writing is for a general readership. Students can choose to write for an adult audience or an audience of young people.</p> <p>Form: the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction provided, development of points and a conclusion. Some students may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • write about an exotic location • write about their first day at a new school or job • write about a haunted or unknown environment • describe their emotions about the new place • talk about whether they would go back or if it was inspiring/frightening. <p>NB: candidates do not have to use the images provided and candidates should not be penalised for not using these or ideas from them.</p> <p>Do not credit simple descriptions of the given images that do not address the requirements of the question.</p> <p>Accept any other reasonable points.</p>

Level	Mark	AO5 descriptor 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
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. 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"> Clear ability to communicate clearly, effectively, and imaginatively. 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"> Secure ability to communicate clearly, effectively, and imaginatively. 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"> Sophisticated ability to communicate clearly, effectively, and imaginatively. 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.

Level	Mark	AO6 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Uses basic vocabulary, often misspelled. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. • Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	<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. • Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	<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. • Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	11–13	<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. • Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	<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. • Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.

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