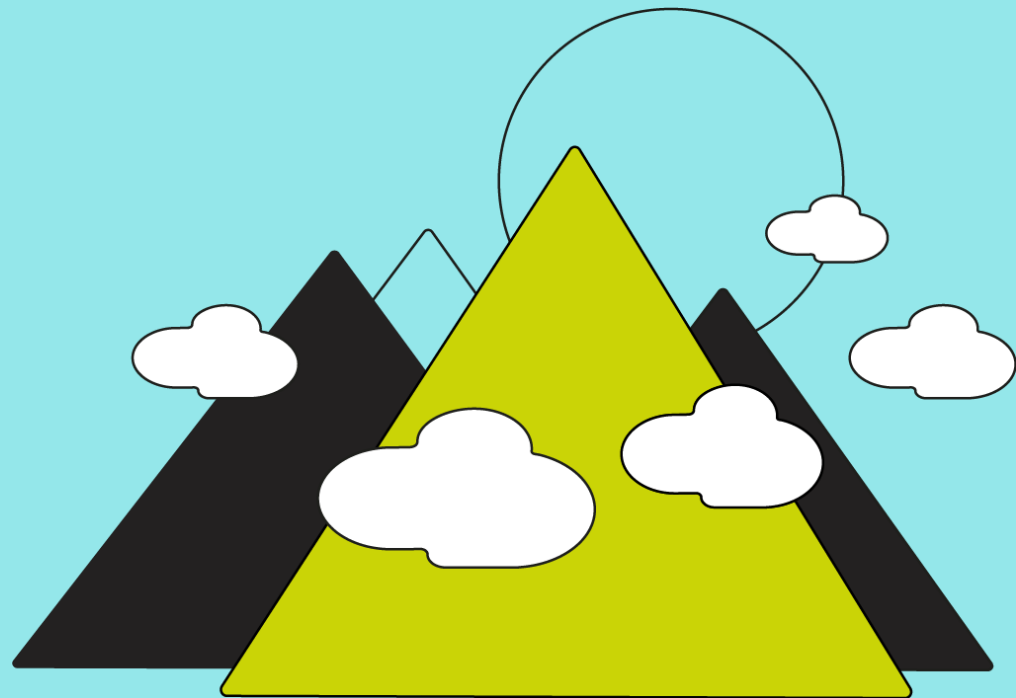


Pearson Edexcel GCSE (9–1) English Language 2.0: How to apply the mark scheme – Paper 2 (1EN2)



Aims and Objectives

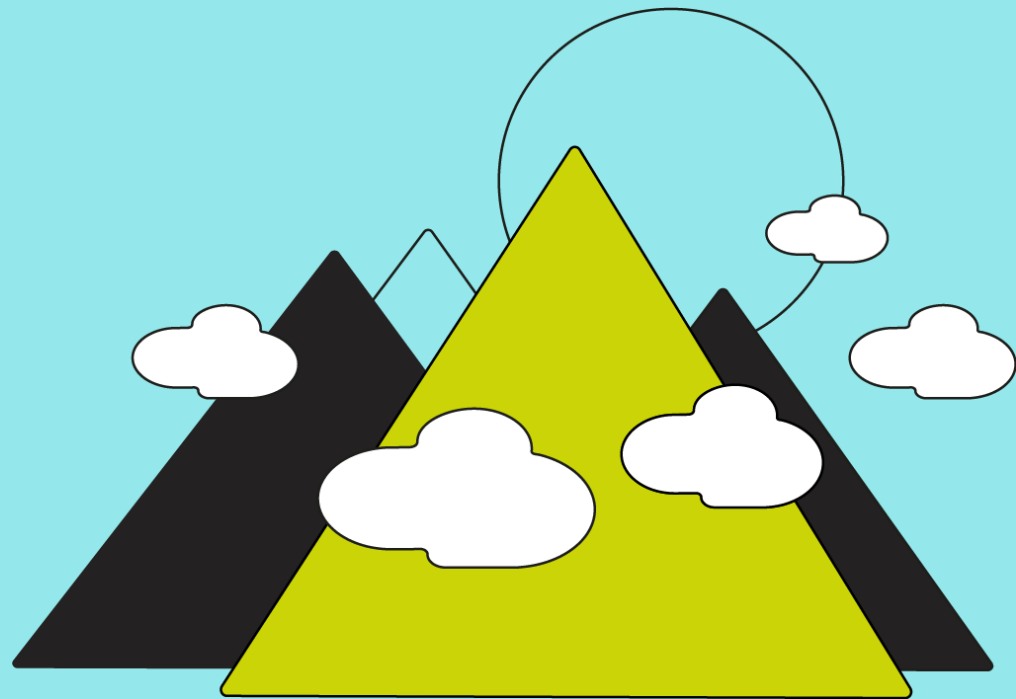
During the event delegates will:

- review student responses to questions and understand how to accurately apply the mark scheme
- understand how we can support you
- be able to ask questions and share good practice.

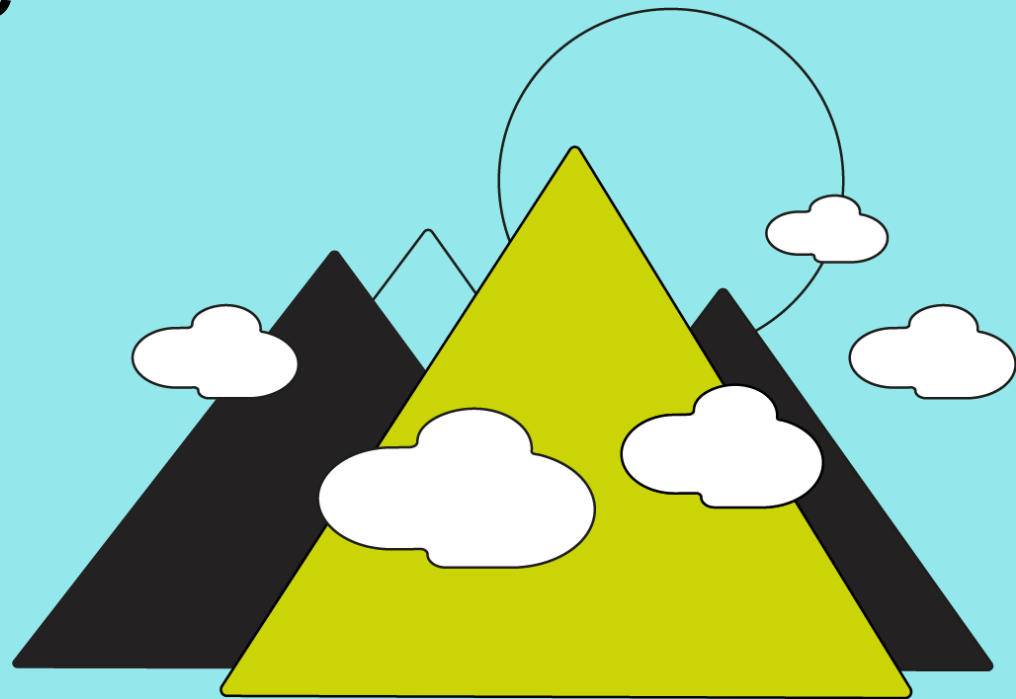
Agenda

- **Reading** – understanding the MS and marking exercises
- **Writing** – understanding the MS and marking exercises
- Questions and close

Polls to introduce the delegates



Overview of the specification



GCSE English Language 2.0

Paper 1: Non-Fiction Texts 1 hr 55 mins 50%	Paper 2: Contemporary Texts 1 hr 55 mins 50%
Section A: Reading Two 19th-century non-fiction extracts linked by theme: <ul style="list-style-type: none">• one short extract with image to help understanding• one longer extract• 650–750 words in total AO1, AO2, AO4 (40 marks)	Section A: Reading Two contemporary texts covering 20th- and 21st-century linked by a theme: <ul style="list-style-type: none">• one fiction text• one literary non-fiction text• 800–900 words in total AO1, AO2, AO3 (40 marks)
Section B: Transactional Writing Choice of two tasks: <ul style="list-style-type: none">• one task with opening provided• one task with supporting bullet points AO5, AO6 (40 marks)	Section B: Imaginative Writing Choice of two tasks: <ul style="list-style-type: none">• one task with opening provided• one task with images AO5, AO6 (40 marks)

Documents for this course

You may wish to take the time to download the following documents before we start to look at the exemplars.

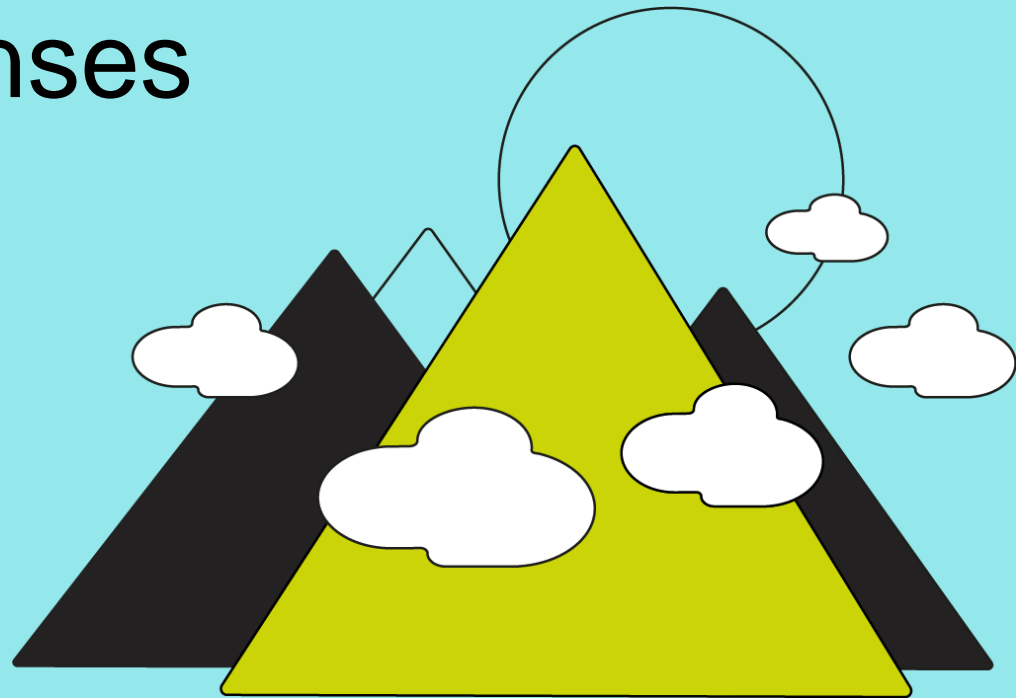
- **SO2 – extracts from the Paper 2 SAMs**
- **SO3 – exemplars for marking (with mark schemes)**

Due to time constraints, we will only be looking at 1–2 exemplars for each question during the course.

There are additional exemplars from the SAMs and the Specimen papers available on the website which have also been included as a download in your pack.

Paper 2

Reading responses



Assessment Objectives for Reading Paper 2

AO	Assessment Objective	% in P2
AO1	<ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts.	5
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.	10
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	10

Where is each AO assessed?

Assessment objective	Question
AO1 – Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	Q1 – explicit Q3 – implicit Q5 – select and synthesise
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.	Q2 – language Q4 – language and structure
AO3 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	Q6 – comparison

AO1

Explicit meaning – Q1

Implicit meaning – Q3



AO1 – Question 1 – Explicit

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

(1)

(Total for Question 1 = 1 mark)

AO1 – Question 1 – response

Answer

AO1 (identify explicit information and ideas)

Accept any one change from lines 16–20.

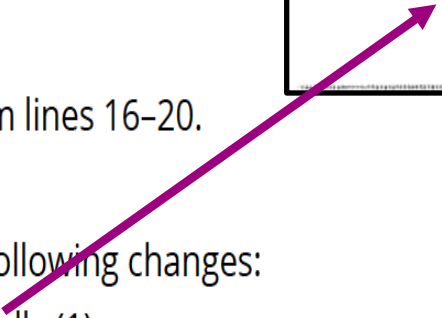
Students may identify the following changes:

- 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).

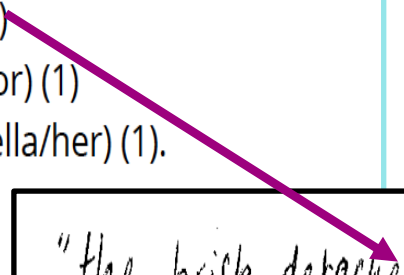
Do not accept 'he had changed his attitude'.

the doctor became more friendly

(Total for



"the brisk, detached, inquiring tone had been abandoned"



AO1 – Question 3 – Implicit

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)

AO1 – Question 3 – response

AO1 (interpret implicit information and ideas)

Accept any reasonable feature from the extract.

Students may identify one of the following features which implies that the prisoners could be dangerous:

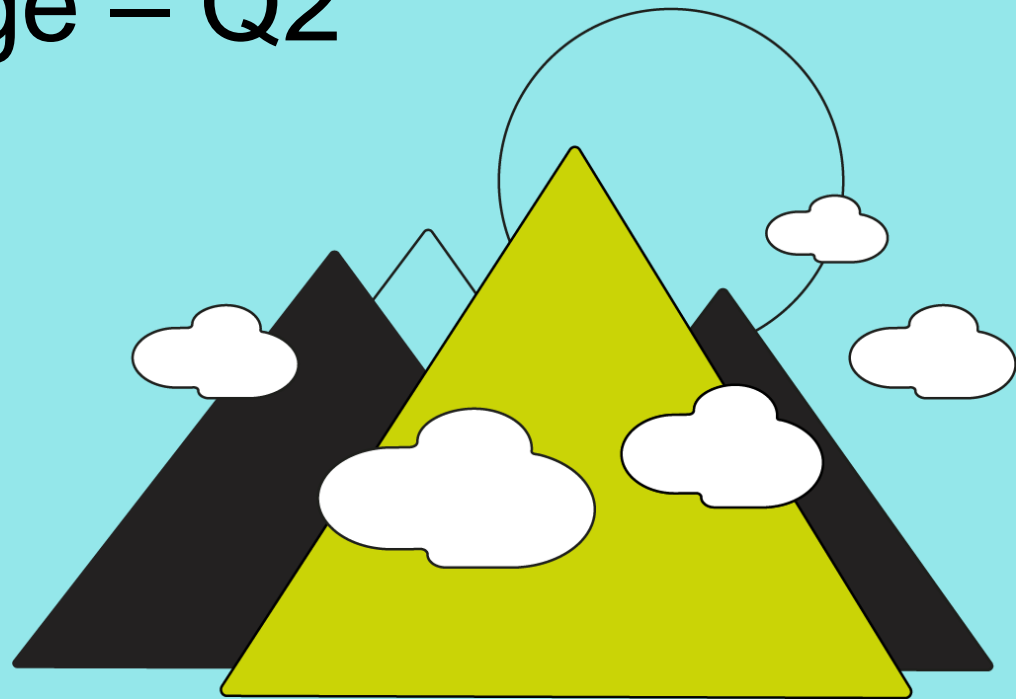
- 'few stools bolted to the floor' (1)
- everything in the room is 'metal and secured' (1)
- there is a long wire mesh which goes from the floor to the ceiling (1)
- the room is described as an 'empty cage' (1)
- 'inmates and visitors had to be on opposite sides of the mesh interior wall' (1).

Accept any other reasonable responses implied by the text.

Do not accept quotations alone that are not answering the question specifically.

the stools were bolted to the floor so they
could not be picked up and thrown. ✓

AO2 – Language – Q2



AO2 – Language

- In this question, students need to ensure that they are focusing on the writer's use of language.
- It is not enough to simply list the features that the writer uses, they will need to show **how** the writer **uses** language to interest and inform the reader.
- Students should ensure that they are using the extract provided and that they use relevant subject terminology.
- This AO2 is assessed in Q2.

Applying the MS

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.

Paper 2 – Q2

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)

Paper 2 – Q2 – Mark Scheme

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.

Marking exercise 1 – Scripts 1 and 2

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 1 and 2 (pp.2–5)**.
- Read through the scripts using the **MS (pp.6–7)** and decide where you would place them in the Level.
- Put any comments or questions into the group chat.

Scripts 1 and 2 – Examiner commentary and mark

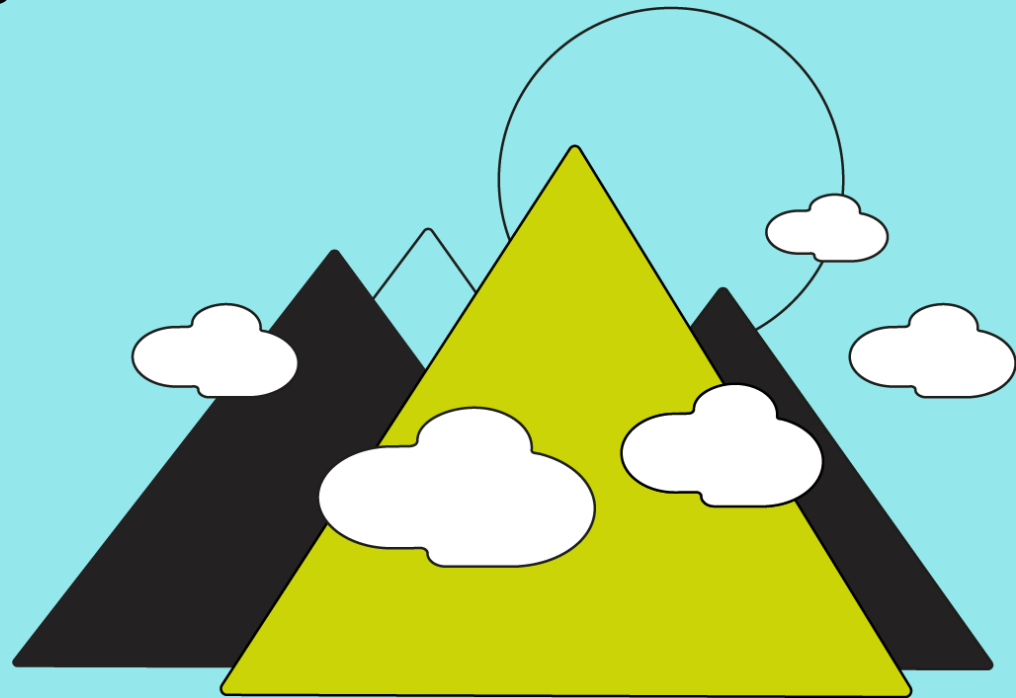
Script 1 – A slightly basic response with some areas for development. However, understanding is secure and meets all criteria at Level 2.

Level 2 – 4 marks

Script 2 – Generally a secure Level 3 response that offers some analysis in places. Not especially secure with terminology.

Level 3 – 5 marks

AO2 – Language and structure – Q4



AO2 – Language and structure

- In this question, students need to ensure that they are focusing on the writer's use of language and structure.
- It is not enough to simply list the features that the writer uses, they will need to show **how** the writer **uses** language and structure to interest and inform the reader.
- Students should ensure that they are using the whole extract and that they use relevant subject terminology.
- This AO2 is assessed in Q4.

Paper 2 – Q4

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)

Paper 2 – Q4 – Language and structure

Responses may include the following points about the language of the text:

- 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', 'cell', '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'

Responses may include the following points about the structure of the text:

- 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

Paper 2 – Q4 – Mark Scheme

	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.

Marking exercise 2 – Scripts 3 and 4

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 3 and 4 (pp.8–11)**.
- Read through the scripts using the **MS (pp.12–14)** and decide where you would place them in the Level.
- Put any comments or questions into the group chat.

Scripts 3 and 4 – Examiner commentary and mark

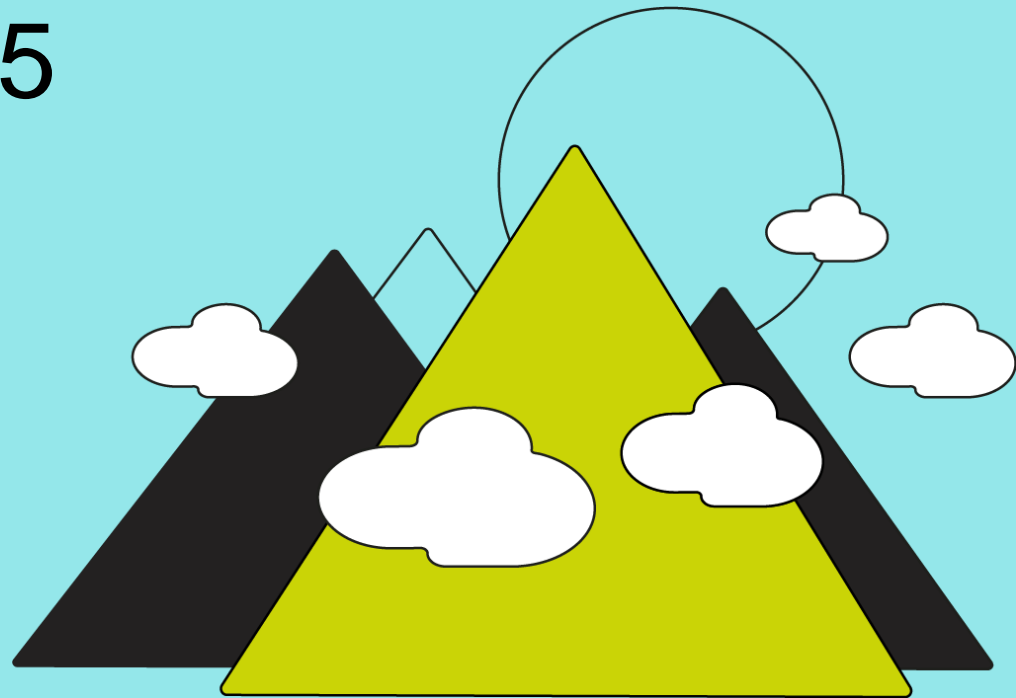
Script 3 – A solid response that meets all criteria for Level 4. Explores text generally with a good level of consistency, while providing suitable evidence throughout.

Level 4 – 8 marks

Script 4 – Solid explanation of text with comments on both language and structure. References are suitable and used effectively with some use of terminology in places. All Level 3 criteria met.

Level 3 – 6 marks

AO1 – Select and Synthesise – Q5



AO1 – Synthesis

- The final element of AO1 is assessed through a discrete question in Paper 2 – Q5.
- Students need to draw information from both texts.
- This is not a comparison (AO3) as students select explicit information from both texts.
- Students need to write a summary outlining **three similarities** between the two texts.

Paper 2 – Q5

- 5 Text 1 and Text 2 both show meetings between two people. The meetings are different, but they share similarities.

Write a summary giving **three** separate ways the meetings are similar.

Support **each separate similarity** with evidence from **both** texts.

Paper 2 – Q5 – indicative content

Candidates must draw on BOTH texts to access marks.

Candidates must give three separate ways the meetings are similar supported by evidence from both texts to access Level 3.

Summaries may include the following similarities:

- 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'

Paper 2 – Q5 – Mark Scheme

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 (insufficient/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).

Marking exercise 3 – Scripts 5 and 6

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 5 and 6 (pp.15–16)**.
- Read through the scripts using the **MS (pp.17–18)** and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Scripts 5 and 6 – Examiner commentary and mark

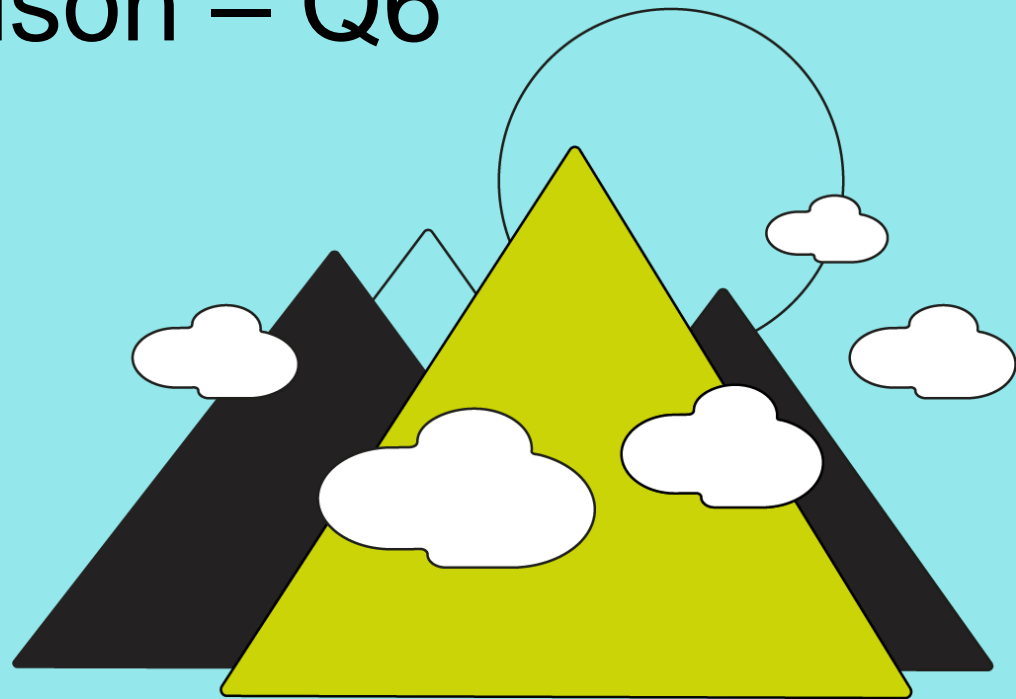
Script 5 – Three similarities with supporting evidence provided, with evidence of synthesis. All Level 3 criteria met in this response for AO1.

Level 3 – 6 marks

Script 6 – This response does not cover the required three similarities but does offer some synthesis in places and shows understanding of the texts.

Level 2 – 3 marks

AO3 – Comparison – Q6



AO3 – Comparison

- This question requires students to look across both texts and compare how the writers are presenting a key element of the text.
- Students are required to compare both the *ideas and perspectives* of the writers as well as *how these are conveyed*.
- Students can compare the similarities and/or differences between the texts.

Paper 2 – Q6

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)

Paper 2 – Q6 – indicative content

6

AO3 (16 marks)

Candidates must draw on BOTH texts to access marks.

Reward responses that compare how each writer presents ideas and perspectives about prison life.

Candidates may have compared the following:

- 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.

Responses may include the following similarities between the ideas and perspectives of the writers and how they are conveyed:

- 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

Paper 2 – Q6 – Mark Scheme

	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.

Marking exercise 4 – Scripts 7 and 8

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 7 and 8 (pp.19–22)**.
- Read through the scripts using the **MS (pp.23–24)** and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Scripts 7 and 8 – Examiner commentary and mark

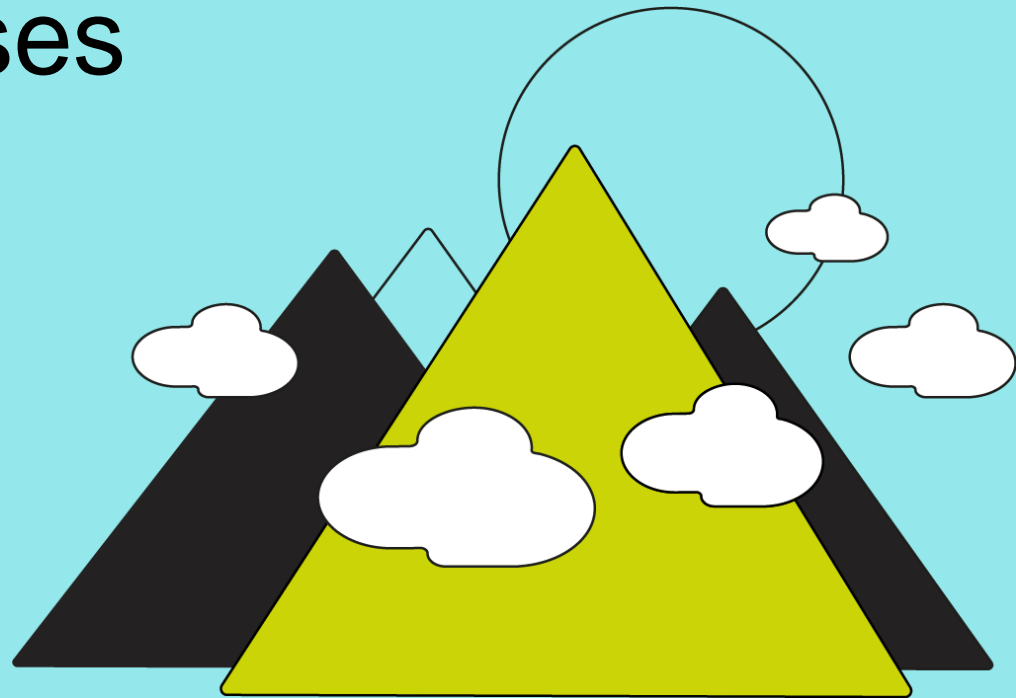
Script 7 – Meets all L3 criteria securely. Some attempts to explore in places have resulted in a score just in at the bottom of L4 for this question.

Level 4 – 11 marks

Script 8 – A response securely working at L2. Straightforward comments and observations of the text offered, supported with references that are sometimes overly long. Largely commenting on rather than exploring ideas and perspectives

Level 2 – 6 marks

Writing responses



Assessment Objectives for Writing

AO	Assessment Objective	% in P1
AO5	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	15
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	10

Paper 2 Q7 and Q8 – Imaginative Writing

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)

Paper 2 Q7 and Q8 – Mark Scheme – AO5

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.

Paper 2 Q7 and Q8 – Mark Scheme – AO6

	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.

Marking exercise 5 – Scripts 9 and 10

- We are now going to look at some exemplars – document **SO3** in your pack.
- Look at **Scripts 9 and 10 (pp.25–29)**.
- Read through the scripts using the **MS (pp.30–33)** and decide which Level you would place them in.
- Put any comments or questions into the group chat.

Scripts 9 and 10 – Examiner commentary and mark

Script 9 – A great example of how a simple story idea can result in a well written piece that can score highly. All Level 4 criteria is met for AO5, with glimpses of some sophistication in places – the amusing inner voice (2-0 to the storm) helps to engage the reader effectively. The final bullet point at Level 5 is all that is missing to feel confident offering a higher score. Accurate spelling, with a range of engaging and sophisticated vocab in places are used appropriately for effect. Perhaps doesn't offer the range of punctuation and sentence variety one may expect to see at the top of Level 5.

AO5 – Level 5 – 22 marks; AO6 – Level 5 – 14 marks

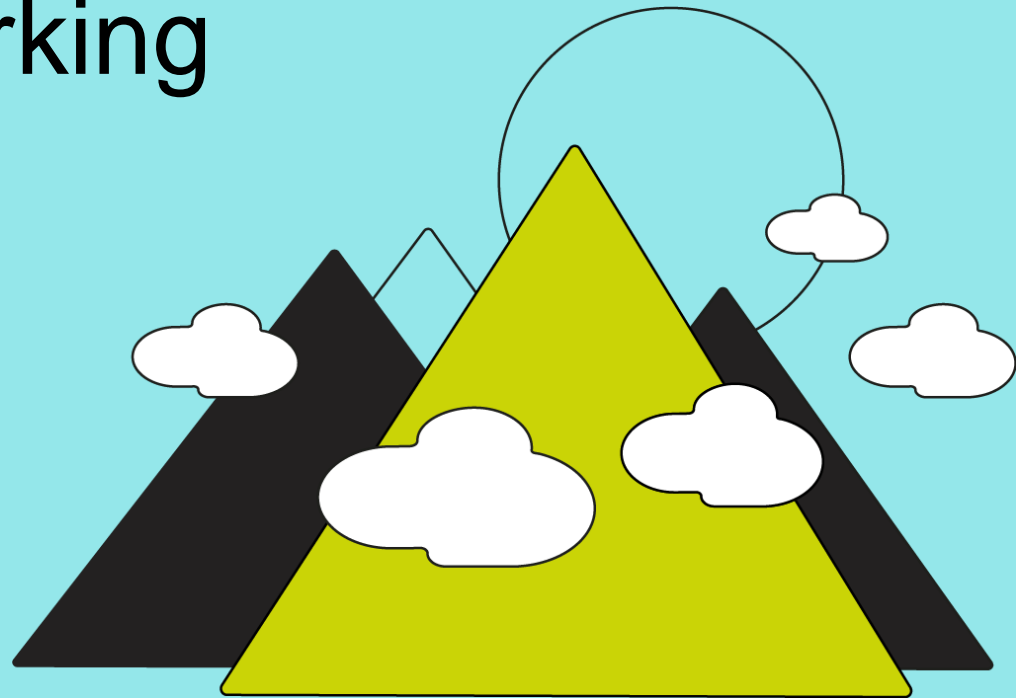
Total – 36 marks

Script 10 – I'm going to hazard a guess that this learner has enjoyed the sequel to ZombieLand as this response is an attempt at describing a key scene in that film. This isn't an issue – but can lead to somewhat pedestrian responses for learners who are less confident when writing. Pathetic fallacy is used at the start to set a tone but this isn't really sustained. The response works at the lower end of L3 for AO5. A solid L2 response for AO6, with some attempts at using a range of sentences and punctuation, alongside generally accurate spelling of common words.

AO5 – Level 3 – 10 marks; AO6 – Level 2 – 7 marks

Total – 17 marks

Support for marking



Website

☐ Forms and administration (9)

☒ Teaching and learning materials (22)

CONTENT TYPE ^

☒ All

☐ Anthology (3)

☐ Exemplar material (1)

☐ FAQs (1)

☐ Guidance (1)

Show more

FORMAT ^

☒ All

☐ DOCX (1)


☐ MP4 (1)

☐ PDF (18)

☐ ZIP (2)

Anthology ▾

Exemplar material ^

 **Exemplars - Autumn 2021**
Paper 1 (based on SAMs and specimen paper set 1) and Paper 2 (based on specimen paper set 1) marked exemplars with commentary.
| ZIP 16.4 MB | 27 September 2021

FAQs ▾

Guidance ▾

Guide ▾

Introductory documents and posters ▾

Mapping document ▾

Past training content ▾

Scheme of learning ▾

The Mocks Service

Learn more on our mocks homepage



Pearson Edexcel GCSE, International GCSE* & A level Mocks Service

Our Mocks Service provides schools and colleges with Pearson Edexcel GCSE, International GCSE*, and A level assessments for use in mock examinations. The assessments are sat by students and marked by Pearson examiners and the mock results are uploaded to ResultsPlus for item level analysis.

Available for GCSE, International GCSE*, and A level English and Mathematics; GCSE Science, History, Geography, and Modern Languages.

We provide two levels of service:

- Paper assessments for GCSE and A level (UK schools and colleges only).
- Onscreen assessments for GCSE and International GCSE* English Language, English Literature, and Maths.

"The Mocks service provided us with the assurance that the assessments were consistent, that there was no unconscious or conscious bias and that they were marked and validated by a recognised and highly regarded awarding body. Exceeded our expectations."

Andrew Shakos, Trust Director of Operations,
The Dean Trust



bett

AWARDS 2021
FINALIST

teach
SECONDARY
AWARDS
SHORTLISTED



*International GCSEs available from January 2022.

PEUK B0719 Version 12 • August 2021

How does it work?

Set up your **Pearson Edexcel Mocks Service** account



Paper-based Mocks Service – GCSE and A level

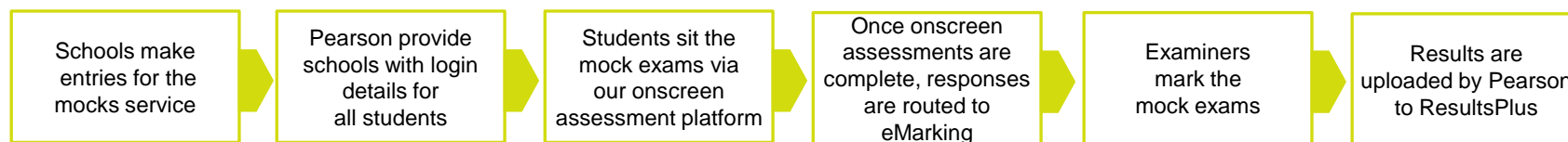
GCSE £9.00, AS level and A level £14.00 per mock exam paper*.



Our paper-based Mocks Service is only available to schools and colleges in the UK.

Onscreen Mocks Service – GCSE and International GCSE

GCSE £5.50, International GCSE £7.50 per mock exam*.



Pearson will provide training and familiarisation of the onscreen assessment platform.

*Pricing is correct as of June 2022, but may be subject to change

Subject Advisor

Clare Haviland

Twitter: [@PearsonTeachEng](https://twitter.com/PearsonTeachEng)

[Email or live chat](#)

You can sign up for Clare's e-updates by completing this [online form](#)



We also have an online [community](#) especially for English teachers.

Find out more

For more courses see our [Pearson Professional Development Academy](#).



Professional
Development
Academy

Transforming
training for
everyone.



Pearson