



Pearson
Edexcel

Mark Scheme (Results)

November 2023

Pearson Edexcel GCSE
In English Language 2.0 (1EN2)
Paper 1: Non-Fiction Texts

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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 level.

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.

Paper 1 Mark scheme

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

Qu. No	Question focus	Question Total	Assessment objectives					
			AO1	AO2	AO3	AO4	AO5	AO6
1	Identify information/ideas	4	4					
2	Evaluation of text purpose	6				6		
3	Analysis of language	8		8				
4(a)	Identify information/ideas	2	2					
4(b)	Interpret information/ideas	2	2					
5	Evaluation of text conclusion	6				6		
6	Evaluation of whole text	12				12		
7–8*	Transactional writing task	40					24	16
Total for paper 1		80	8	8	0	18	24	16

*optional choice

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 points, up to a maximum of 4 marks.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following points:</p> <ul style="list-style-type: none">• (benefits) well-being (1)• good for the young (1)• good for the old (1)• helpful on the path through life/getting a job (1)• fills up spare moments (1)• keeps from temptations (1)• gives something to think about (1)• benefit in later life (1)• (no-one can ever be the worse for) learning something new (1)• can be useful if settling abroad/exploring (1)• can help relieve stress (1)• can help pass the time when older/when children leave home (1)• can create stimulating communication with others (1)• can connect people with the same tastes (1)• incalculable benefit (1) <p>Do not credit any references to the image.</p>	(4)

Question number	Answer
2	<p>A04 (6 marks)</p> <p>Reward responses that evaluate how successfully the writer persuades the reader that having a hobby is useful for people of all ages.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the text.</p> <p>Do not credit any reason/evidence that is not from the given lines.</p> <p>Do not accept any references to the image.</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 opening sentence successfully tells the reader that hobbies will be useful to everyone by including the full age range: 'youth', 'later life'. This would reassure readers that they would be learning something worthwhile • the writer is successful in persuading the reader that hobbies can be useful by describing life at the time, 'The struggle for existence', and suggesting that hobbies can help to improve the situation: 'no one can ever be the worse'. This would attract readers who might be interested in self-improvement, which was a popular idea in the 19th century, much as it is today • the writer reinforces the usefulness of hobbies by using the phrase 'honest handicraft'. This might persuade readers as honesty and hard work were admired in the 19th century • the example of a hobby, 'carpentry or joinery', effectively persuades the reader as these are practical and useful examples of hobbies. This is successful in persuading the reader because these hobbies do not seem worthless or indulgent • by using the example of the young man abroad, the writer successfully persuades the reader that a practical hobby would be useful: 'the hobby of his youth ... of very great utility indeed'. This might interest the reader at the time because young men were often attracted to travelling and settling abroad • the writer successfully persuades the reader that having a hobby will be useful when older by showing how older people may have little to do: 'occupation may diminish', 'children leave the home', 'quieter times'. This would persuade the reader to think that hobbies are beneficial to occupy oneself when older and with a lot of time to spare • hobbies are made to sound attractive to the reader by describing them as an 'absorbing interest'. This is effective in persuading the reader that having a hobby will prevent boredom and help occupy the mind • the suggestion that hobbies are not solitary and will bring people together 'with others who have the same tastes' is successful in persuading readers that hobbies have other benefits as well as being practical and useful. This is reinforced by the description of the social interaction as 'stimulating', successfully persuading the reader to take up a hobby • the phrase 'incalculable benefit' is successful in suggesting to the reader that the range and benefits of hobbies will be significant

	<ul style="list-style-type: none"> the writer does not present hobbies as useful for everyone because he only mentions males: 'young man', 'he'. The writer makes no suggestions of hobbies that might be suitable for women. This does not successfully persuade readers that hobbies are useful for everyone the text is not successful as it does not give many details about different hobbies: 'carpentry or joinery'. This would not persuade readers that all hobbies are useful because it only refers to two very practical hobbies which would only be useful in construction or 'pioneering', which may have limited application. <p>Accept any other reasonable responses.</p> <p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p>
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Question 2

Level	Mark	A04 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. Developed 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="371 293 552 322">A02 (8 marks)</p> <p data-bbox="371 365 1509 427">Reward responses that explain how the writer uses language to interest and inform the reader. Use of relevant subject terminology is rewardable when it is used to support points.</p> <p data-bbox="371 472 1310 501">Responses may include the following points about the language of the text:</p> <ul data-bbox="371 510 1509 1906" style="list-style-type: none"> <li data-bbox="371 510 1509 573">• the use of the nouns 'good' and 'well-being' shows from the start the positive aspects of hobbies. This would interest readers who may be looking to improve their lives <li data-bbox="371 582 1509 680">• the use of the adjectives 'Many and many' shows that a great number of youths have been helped by having a hobby. This interests the reader as it suggests that hobbies are beneficial for a large number of young people <li data-bbox="371 689 1509 788">• the adjective 'upward' has associations of challenge and difficulty. The reader would be interested to discover how hobbies might help with the difficulties that youths face as they grow up <li data-bbox="371 797 1509 931">• the verb 'filled' suggests that the hobby will take up every bit of spare time and the writer implies this is a good thing. This is reinforced by the noun 'temptations', which suggests that young men are easily led astray. This would interest readers who might think that young people (at the time) were idle and would get into trouble <li data-bbox="371 940 1509 1039">• the reader would be engaged by the tricolon 'filled up his spare moments; it has kept him from temptations out of doors, and given him something to think about at home indoors', which emphasises how completely a hobby can occupy a youth <li data-bbox="371 1048 1509 1146">• the reader would be engaged by the use of the contrast of 'temptations out of doors' and 'something to think about at home indoors', which suggests that there is something wholesome and respectable about having a hobby <li data-bbox="371 1155 1509 1254">• the use of the noun 'struggle' would interest readers because it shows that life was difficult in the 19th century. This is emphasised by the adjective 'greater', which tells the reader that the pressures of life are increasing <li data-bbox="371 1263 1509 1361">• by using the phrase 'honest handicraft' the writer is suggesting that there is something unpretentious and admirable about having a hobby. The adjective 'honest' would interest the reader as it implies the genuine nature of the hobby <li data-bbox="371 1370 1509 1469">• the writer engages the reader by using the noun 'pioneering' to suggest the exciting activities that a young man might experience. This might appeal to young men at the time <li data-bbox="371 1478 1509 1648">• the metaphor 'cares press' implies how stressful life can be. This is contrasted with the modal verb 'may diminish', implying that there will be much spare time to worry about problems and this is further emphasised by the metaphor 'quieter times settle down around one'. This would engage older readers who might see themselves in that situation <li data-bbox="371 1657 1509 1756">• the adjective 'absorbing' implies how fascinating and engrossing hobbies can be. Readers might be engaged by this because it suggests they would never have to be bored again <li data-bbox="371 1765 1509 1827">• the reader would be interested by the use of the adjective 'stimulating'. This conveys that hobbies can lead to exciting and thought-provoking conversations with others <li data-bbox="371 1836 1509 1906">• readers who were considering self-improvement might be interested by the adjective 'incalculable', which suggests the great benefits that hobbies can offer. <p data-bbox="371 1946 863 1975">Accept any other reasonable responses.</p>

Question 3

Level	Mark	A02 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 discriminating 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 hobbies from the given lines only, up to a maximum of 2 marks.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following hobbies:</p> <ul style="list-style-type: none"> • plant-collecting/ramble (1) • fern-hunt (1) • pet-keeping (1) • walking (tour) (1) • bicycles and tricycles (1) • fishing/the fishing-punt (1) • tennis (1) 	(2)

Question number	Answer	Mark
4(b)	<p>AO1 (interpret implicit information and ideas)</p> <p>Accept any reasonable benefits implied by the text, up to a maximum of 2 marks.</p> <p>Candidates may identify the following benefits:</p> <ul style="list-style-type: none"> • encourages people to leave the house (1) • helps to prevent brooding or over-thinking (1) • encourages people to do more/new things (1) • (hobbies can be) like medicine (1) • decreases agitation (1) • lowers levels of annoyance (1) • helps to relieve stress (1) • increases the enjoyment of natural surroundings (1) • improves emotions/makes people smile (1) • promotes well-being/good health (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>A04 (6 marks)</p> <p>Reward responses that evaluate how successfully the writer shows that indoor hobbies are interesting and enjoyable for everyone. 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 writer successfully presents the indoor hobbies as appealing: 'how nice then to make cosy the mind', by contrasting it with the outdoors: 'all without is wrapped in frost or covered with snow'. This is effective as it gives the reader the feeling of comfort and snugness they would experience • indoor hobbies are presented as enjoyable and interesting, 'a good book', and this is supported by the comforting and pleasant description of the location: 'the fire blazes', 'to sit solitary and secure'. This would effectively show the readers the positive aspects of indoor hobbies • the writer lists different genres of books, 'history, romance, poetry, or science', which effectively shows the range of topics that reading can cover and that there is something of interest for everyone • the writer is successful in showing that indoor hobbies are interesting with the references to different types of activities: 'a good book', 'the microscope'. This would show the reader that being indoors does not mean that the choice of hobbies is limited • the writer successfully shows that indoor hobbies can be an interesting development of summer or outdoor hobbies: 'go over the specimens'. This effectively shows the reader that being indoors can expand one's interest • the writer uses a successful image of what can be created indoors, 'a corner of a conservatory, set on a slope and the water trickling over them', to show that not all indoor hobbies are sedentary. This provides the reader with an interesting alternative to using the microscope to look at specimens • the writer effectively shows that being indoors should not limit the interest and enjoyment of hobbies: 'you have the real thing to revive the memory'. This is successful in presenting indoor hobbies as interesting as they are shown to be linked to summer activities and serve as a reminder of more daring adventures • the writer is successful in presenting indoor hobbies as enjoyable by using the contrast with outdoor activities: 'trying botanical enterprises', 'tramped half-ankle deep in watery moss' • the writer is unsuccessful as the text appeals only to people who have some access to wealth, education and who can read: 'a good book', 'a microscope'. There is no mention of activities that everyone can do regardless of wealth and education • the extract is unsuccessful in showing hobbies as interesting and enjoyable for everyone as it appeals to a certain class of people who have access to books, lights and microscopes and have conservatories, together with time to go rambling • the text may not appeal to everyone as it suggests that indoor activities are unsociable: 'solitary'. Many people want to take part in activities that increase their social contact. <p>Accept any other reasonable responses.</p>

N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.

Question 5

Level	Mark	A04 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. • Developed 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 data-bbox="389 271 580 297">AO4 (12 marks)</p> <p data-bbox="389 338 1299 405">Reward responses that evaluate how successfully the text shows that it is important and beneficial for everyone to have a hobby.</p> <p data-bbox="389 456 1323 524">Do not credit any reference to the writer’s techniques that does not make a judgement on the text.</p> <p data-bbox="389 575 683 602">Responses may include:</p> <ul data-bbox="389 613 1382 2022" style="list-style-type: none"> <li data-bbox="389 613 1382 831">• the opening of the text successfully suggests that hobbies are important by implying that not having a hobby might be dangerous: ‘a safety-valve for a steam engine’ is necessary. This is reinforced by the contrast of what a hobby does: ‘gently and healthfully exercise the mind’. This contrast would successfully show the importance of hobbies because of the reference to steam engines, which were relatively new and perhaps regarded as dangerous unless looked after <li data-bbox="389 842 1382 1032">• the writer emphasises the need for hobbies by telling the reader that it is important to use all one’s abilities: ‘fair exercise to faculties that are dormant or but feebly in demand’. This effectively shows the reader how hobbies will create a well-rounded individual, which is beneficial for all. This would appeal to 19th-century readers because there was an interest in health and fitness – as there is today <li data-bbox="389 1043 1382 1200">• the use of direct address, ‘you must’ and ‘for you’, is successful because it includes the reader and shows that it is important for all to have a hobby. Readers might feel that they must engage with a hobby because the writer has made them feel that they are responsible for their own health and fitness <li data-bbox="389 1211 1382 1301">• the idiom “‘All work and no play makes Jack a dull boy’” is used effectively by the writer to support the idea that hobbies are important because no reader would want to be considered ‘dull’ <li data-bbox="389 1312 1382 1435">• the text successfully includes both sexes: ‘Let every man and woman’ and ‘both sexes can join and share’. This is emphasised by ‘doubles the delight’ and ‘doubled by being thus shared’, which would show the reader that hobbies are beneficial for everyone and not exclusively male-oriented <li data-bbox="389 1447 1382 1559">• the descriptions of suggested hobbies, ‘pleasures of’, ‘delights of’, ‘continual surprises’, are successful in persuading readers of the enjoyment to be derived from hobbies. The positive language used contributes effectively to the idea that hobbies are beneficial <li data-bbox="389 1570 1382 1727">• the writer implies that hobbies are a form of self-help and so are beneficial, by describing them as ‘medicine beyond price’. This is effective in showing the importance and benefits of having a hobby because medicine was considered to be a beneficial development but also expensive. This means that having a hobby could combine pleasure and benefits with savings <li data-bbox="389 1738 1382 1895">• the writer presents hobbies as beneficial to relieve stress, which would appeal to both 19th-century and also present-day readers: ‘tends to reduce the excitement and irritation’. This would be successful in attracting readers who are feeling under pressure and shows them that it is important to have hobbies to enable them to relax <li data-bbox="389 1906 1382 2022">• the positive benefits of the countryside, ‘light, and love, and health’, are appealing to all readers but especially those in urban environments: ‘hot race of life in large towns’. This contrast is successful in reinforcing the importance of hobbies

Question number	Indicative content
	<ul style="list-style-type: none"> • the text successfully presents an appealing picture of pursuing indoor hobbies: 'when the long evenings set in'. This would interest readers who may have found long winter evenings boring • the range of different hobbies that the writer mentions would persuade the reader that everyone can participate: 'plant-collecting', 'pet-keeping', 'bicycles and tricycles', 'a good book', 'music'. This is successful in showing the wide range of possible hobbies, including those that might appeal to less active individuals • the writer successfully presents music as beneficial: 'charms to soothe not only the savage, but the cultured breast'. This is reinforced by the description of the benefits, 'respite from fevered weariness and exhaustion', which clearly shows how helpful music can be • the reassurance 'We need not all expect to excel' is successful in persuading readers that any participation will be of benefit regardless of expertise. This might encourage people who are less confident to take up a hobby • the text does not initially show hobbies will benefit everyone because it refers to 'a busy man' and does not include women. Although the writer does include women in some of the hobbies, there are many examples of what were then considered as male-oriented activities: 'bicycles and tricycles, the fishing-punt'. This does not successfully show that hobbies will be beneficial for everyone • the text is unsuccessful in showing the benefits and importance of hobbies for everyone as the activities are, mostly, expensive: 'pet-keeping', 'the microscope'. These hobbies are not attractive (or accessible) to the poor and so they would not benefit • a number of the hobbies would need a level of education or knowledge which not everyone had in the 19th century: 'plant-collecting', 'a good book – history, romance, poetry or science', 'the imagination of Mendelssohn'. This would not show the benefits for all as those without the relevant education or knowledge would not be able to access the hobbies suggested. <p>Accept any other reasonable responses.</p> <p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p>

Question 6

Level	Mark	A04 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 on 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 or secure in relation 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>A05 (24 marks), A06 (16 marks)</p> <p>Purpose: to write a review, to inform, advise and/or persuade.</p> <p>Audience: the writing is for a young adult audience on the internet. The focus is on communicating experiences and opinions about a particular activity.</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">• explain what the activity entails• describe the enjoyable aspects of the activity• describe the less enjoyable aspects of the activity• provide a summary of the experience• be written from the perspective of a teenager or an adult. <p>Accept any other reasonable points.</p>

Question number	Indicative content
8	<p data-bbox="357 309 746 338">A05 (24 marks), A06 (16 marks)</p> <p data-bbox="357 383 1027 412">Purpose: to write a speech, to inform and/or persuade.</p> <p data-bbox="357 456 1417 555">Audience: the writing is for the candidate's peer group. The focus is on communicating ideas about using spare time effectively and beneficially. This can involve a range of approaches.</p> <p data-bbox="357 600 1426 667">Form: there should be clear organisation and structure with development of the ideas provided and a conclusion.</p> <p data-bbox="357 712 564 741">Responses may:</p> <ul data-bbox="357 745 1331 954" style="list-style-type: none"> <li data-bbox="357 745 1331 813">• identify different types of activities, which may include sporting, creative or voluntary activities <li data-bbox="357 817 1257 846">• explain how to participate in a particular activity or different activities <li data-bbox="357 851 1050 880">• discuss how much of a time commitment it might be <li data-bbox="357 884 1283 913">• identify the benefits of participation, which may be personal or societal <li data-bbox="357 918 1114 947">• be written from the perspective of a teenager or an adult. <p data-bbox="357 1037 801 1066">Accept any other reasonable points.</p>

Level	Mark	A05 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	A06 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.