

**Paper Reference(s) 1EN2/01**  
**Pearson Edexcel Level 1/Level 2 GCSE (9–1)**

**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.**

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## **SECTION A**

### **Reading**

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

**This extract is adapted from a letter written in 1843 by the novelist Charles Dickens to a female friend who was well-known for making charitable donations. It is about a visit he made to a Ragged School<sup>1</sup>.**

### **GLOSSARY**

**<sup>1</sup>Ragged School — a charitable organisation dedicated to the free education of extremely poor children in 19th-century Britain.**

**<sup>2</sup>lath — thin strips of wood used as a building material**

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## The Ragged School

The image shows an illustration of a 'ragged school', with lots of children seated in one room and teachers talking to them.



On Thursday night, I went to the Ragged School; and an awful sight it is.

The school is held in three most wretched rooms on the first floor of a rotten house: every plank, and timber, and brick, and lath<sup>2</sup>, and piece of plaster shakes as you walk. One room is devoted to the girls: two to the boys. The former are much the better-looking—I cannot say better dressed, for there is no such thing as dress among the seventy pupils;

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(continued on the next page)

Turn over

certainly not the elements of a whole suit of clothes, 10  
among them all. I have very seldom seen, in all the  
strange and dreadful things I have seen in London and  
elsewhere anything so shocking as the dire neglect  
of soul and body exhibited in these children. The  
teachers are extremely quiet, honest, good men. You 15  
may suppose they are, to be there at all. They try to  
reach the boys by kindness.

Hardly any of the boys can read yet. For the teachers  
think it most important to impress them at first with  
some distinction between right and wrong, and I quite 20  
agree with them. The school is miserably poor, you  
may believe, and is almost entirely supported by the  
teachers themselves.

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

**In this extract adapted from a newspaper article written in 1859, the writer describes a Ragged School in Whitechapel in the East End of London.**

## **GLOSSARY**

**<sup>1</sup>lofty – high ceilinged/tall**

**<sup>2</sup>superintendent – teacher/manager**

## **A Visit to a Ragged School in Whitechapel**

A few days ago, while walking along Whitechapel, as I passed by the end of a court or yard, the sound of a number of children's voices engaged in singing a hymn arrested my attention. Delighted with such a sound as this, proceeding from such a place, I  
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determined to find from whence it proceeded. Upon going up the yard I soon found a large school, and asking a poor woman who was standing by what school it was, she replied, evidently astonished at my state of ignorance, "Why, don't you know? It's the  
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George-yard Ragged School." After thanking her, the singing having ended, I went in and found myself in a large, lofty<sup>1</sup>, well-lighted and ventilated room.

**(continued on the next page)**

**Turn over**

The walls were all hung with large maps, diagrams, scripture prints, lesson boards, etc. Sitting on forms and at desks were scores and scores of children, some decently and respectably clothed, but the majority of them, I am sorry to say, were in a state which is a short remove from total nakedness—no shoes, no stockings, etc., and what little clothing they had seemed nothing but a mass of shreds and patches, filling the mind of the spectator with wonder how they could possibly hold together on their bodies. 15 20

The superintendent<sup>2</sup> was engaged with his back towards me when I entered, and did not see me taking my survey, but soon a low cry of “teacher, teacher,” drew his attention to myself standing just inside the door. He immediately came forward; and upon telling him what had drawn me in, he welcomed me in a most cordial manner, and invited me to see the children go through some of their exercises. I cannot go into detail out of respect for your space, but I was astonished at the amount of proficiency exhibited by the children—some of them mere infants. Maps, history, music, arithmetic (mental and otherwise), reading, writing, spelling, etc. 25 30 35

(continued on the next page)



I cannot proceed with this account of my visit to the George-yard Ragged School and Church without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

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“In fact, sir,” said he, “we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain.

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“The last boy that left me,” continued he, “I am glad to say, has got an excellent situation in a very large office, at seven shillings per week; and I have just received, with very great pleasure, the highest account of him. This, alone, sir,” said he, “is a great reward for all our care”.

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## **SOURCE INFORMATION**

**Total text word count: 707 words**

**Text 1: extract taken from ‘The Selected Letters of Charles Dickens’ ed Jenny Hartley, Oxford University Press**

**Text 2: extract taken from <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000442/18590702/004/0002>**