Mark Scheme (Results)

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Pearson Edexcel GCSE
In English Language (1EN0)

Paper 2: Non-fiction and Transactional Writing

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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.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Marking guidance – specific

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

Paper 2 Mark Scheme

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

Component	Assessment Objectives						Total marks
	AO1	**AO2**	**AO3**	**AO4**	**AO5**	**AO6**	
Component 2 – Non-fiction and Transactional Writing							
Question 1	2						2
Question 2	2						2
Question 3		15					15
Question 4	1						1
Question 5	1						1
Question 6				15			15
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

Section A: Reading

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	Accept any **two** of the following answers, based on lines 6-11: • '(Mary) didn't respond immediately / (to my) change of pace' • 'I cut inside' • '(There was still a bit of) bumping' • (Mary was in Zola's) blind spot • (the) collision	**(2)**

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on lines 17-21. **Quotations and candidate's own words are acceptable.** For example: • Zola has a cut on her leg / bloody reminder (of the incident) (1) • Zola has 'tears in her eyes' (1) • Zola sensed someone had fallen (1) • Mary is lying on her back (1) • Mary is 'in floods of tears' (1) • Mary is 'surrounded by medics and cameramen' (1)	**(2)**

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses. **Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	Reward responses that analyse how the text uses language and structure to interest and engage the reader. Responses may include the following points about the **language** of the text: • the writer begins the extract with the verb 'Struggling', creating a sense of tension and physical effort which is continued throughout the extract • the description 'pencil-thin' helps to emphasise both how slight Zola was and her youth, and links to the image of 'a trip wire' • emotive verbs heighten the impact of the collision: 'tangling', 'stumbled', 'plunging' • onomatopoeia is used to demonstrate the impact of the fall: 'thud' • the writer uses a simile to emphasise the unexpected nature of the collision: 'as if she had caught her feet on a trip wire'. Simile is also used with hyperbole to demonstrate and sensationalise the horror felt by the watching spectators: '"as we are mesmerised by the mangled wreckage on a motorway hard shoulder"' • adverbs are used to create interest in and emphasis on the feelings of the runners involved: 'violently', 'sharply', 'intuitively' • language is used to create immediacy and create a sense of pace and anticipation: 'Straight after the collision…glanced sharply…to see…slowing down…stormed past her' (some candidates may identify this as alliteration) • references to speed and pace show the excitement of the competition: 'respond immediately', 'picked up the pace', 'stormed past her', 'in a flash', 'quickly regained the lead', 'she surged past'. This is contrasted with the language used to show Zola's reaction to the events, which shows her slowing down and losing momentum: 'slowing down in the process', 'began to drop back', 'Zola tailed off to finish a weary seventh' • the writer uses language to create a sense of horror and violence (hyperbole): 'violently', 'spectators gasped in horror', 'a bloody reminder', '"mangled wreckage"', '"slashed"', 'a fresh nightmare' • language is used to suggest confusion and disorder: 'melee', 'surrounded by medics and cameramen', 'chaos' the various ways the event is described creates deliberate confusion about the cause: 'the American stumbled', 'the tumble', 'the collision', 'someone had fallen', '"the accident"', '"the Decker incident"'; this is also emphasised in the final description of 'accusation and counter-accusation' • Mary Decker's significance is emphasised: 'crumpled idol', compared to '"Mona Lisa"' • language is used to emphasise that the writer is projecting feelings onto the runners to heighten the tension of the events: 'probably', '"She seemed"', 'It was almost as if'; this is contrasted with the use of quotations from runners reflecting on the past event, which creates a factual tone: '"I told myself not to be disturbed by the commotion"' • the importance of competition and winning is emphasised by the language used in the extract: 'it dawned on her that her chance to win gold had disappeared in a flash', 'her British team-mate and the Romanian were focused on winning medals', '"I was prepared to die for victory"' (hyperbole), 'a hard-fought silver medal' • the writer uses the language style of a sports reporter as if he is commentating on the events live, in order to place the reader at the event: 'to take the lead', 'broken clear from the rest of the field', 'challenged for the lead', 'into the home straight', 'following in her slipstream'.

Responses may include the following points about the **structure** of the text:
- the extract is structured almost as if it is a live sports report, starting with a sense of foreboding: 'Struggling to keep her balance' and moving through the events of the race until the point of winning
- the writer begins some paragraphs with verbs and adverbs, creating an atmosphere of drama and excitement: 'Struggling', 'Immediately', 'Now', 'Sensing'
- the writer uses statements, including quotations, throughout, creating a sense that although the cause of what happened may be unclear, he is remaining objective and factual
- the writer uses contrasting sentence length, using long sentences to layer exciting description of events for the reader and short sentences for impact: 'Around the arena, spectators gasped in horror', 'Not that this mattered now'
- the writer uses dashes to emphasise points and create an idea of immediacy: ' – a bloody reminder of the incident – ', ' – Sly and Puică –'
- repetition is used to emphasise Zola's shock at what had happened: 'mesmerised … mesmerised … stunned'
- the text uses commas to punctuate sentences into what seems almost like a live commentary on the race
- the final description leaves the reader with a sense of anticipation about what will happen next as it ends with a beginning: 'a fresh nightmare of accusation and counter-accusation would begin.'

(15 marks)

Level	Mark	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
	0	No rewardable material.
Level 1	1–3	• Limited comment on the text. • Identification of the language and/or structure used to achieve effects and influence readers. • The use of references is limited.
Level 2	4–6	• Comment on the text. • Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. • The selection of references is valid, but not developed. **NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.**
Level 3	7–9	• Explanation of the text. • Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	• Exploration of the text. • Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. • The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	13–15	• Analysis of the text. • Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made.

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
4	Accept any reasonable answer based on lines 5-10. **Quotations and candidate's own words are acceptable.** For example: • 'ordeal was now over' / relief / he felt relieved • 'great joy of that single moment' / happiness / joy (for others) • watching the winner he forgot his pain • 'the important thing was not the winning but the taking part' / winning is not important / taking part is more important • he feels that fighting to win is just as important as winning • '(felt) no bitterness (at the outcome)' • like a failure / he has failed	**(1)**

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
5	Accept any reasonable answer based on lines 22-24. **Quotations and candidate's own words are acceptable.** For example: • 'food and shelter' / food / shelter • a pair of shoes to run in • 'willingness' • determination / drive • the strength to push 'to the furthest limit of exhaustion'.	**(1)**

Question Number	Indicative content
6	Reward responses that evaluate how successfully the writer shows failure as something positive. **References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.** Responses may include: • the extract starts with a positive view of success, which makes it difficult for the reader to see how failure could be positive as it appears to suggest that winning is more important: 'I felt great admiration for the winner as he climbed the Olympic podium' • the opening of the extract is focused on the theme of success and winning, which contradicts the writer's later views that failure is important: 'He was a worthy victor, tougher as well as faster than the rest of us', 'He was strong and courageous, and fortune had smiled on him' • the idea that 'Many things could have gone wrong before we even reached the final' creates a sense that the writer is making the best of failure - he is grateful to have achieved a place • the writer is passionate in his beliefs that he is happy for the winner and that seeing him win makes him forget his disappointment: 'in the great joy of that single moment the agony of the previous week was quite forgotten', 'All week I had seen the interplay of success and failure, and felt no bitterness at the outcome of my own race', 'Others had won and I had been happy for them' • the writer effectively describes his failure and his repetition of his feelings demonstrates that it is important for him to affirm this failure: 'My only chance to win an Olympic title was over', 'I was the last chance', 'To me it was failure' • the writer's focus on the idea that he is relieved to have experienced failure is useful in helping the reader to understand why it is significant: 'the agony of the previous week was quite forgotten', 'the immediate joy of relief', 'the terrible burden of having to win' • the writer's description of how important the failure was to others demonstrates that he has some negativity about their views: 'There was some criticism in the British press over my failure', 'After the games there was a post-mortem on the corpse of British sport' • the writer's positivity about his achievements demonstrates he is attempting to be positive about the experience of failure: 'the important thing was not the winning but the taking part – not the conquering but the fighting well', 'how coming fourth in a race of this kind, and breaking the Olympic record, could possibly be called failure' • the writer repeatedly links success and failure, which helps the reader to understand the close connection between them: 'All week I had seen the interplay of success and failure', 'without any buffers between myself and success or failure' • the writer explores the idea that failing is important in competition: 'Could we convince ourselves that we had not failed, that it was merely the astonishing ability of the others to beat us?', 'I was not able to bear the responsibility thrust on my shoulders, the terrible burden of having to win' • this is emphasised through the contrast between his feelings and the success of the winner and the Olympic Games overall: 'The games were a great success. No nation can wreck the Olympic movement'.

| | | • the writer ends with the focus on the positive learning he took from his 'failure', effectively leaving the reader with a positive influence in his life: 'The Helsinki Olympic Games were a turning point in my life' |
| | | **(15 marks)** |

Level	Mark	AO4: Evaluate texts critically and support this with appropriate textual reference
	0	No rewardable material.
Level 1	1–3	• Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited.
Level 2	4–6	• Comment on ideas, events, themes or settings. • Straightforward opinions with limited judgements are offered about the text. • The selection of references is valid, but not developed.
Level 3	7–9	• Explanation of ideas, events, themes or settings. • Informed judgement is offered about the text. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	• Analysis of ideas, events, themes or settings. • Well-informed and developed critical judgement is offered about the text. • The selection of references is appropriate, detailed and fully supports the points being made.
Level 5	13–15	• Evaluation of ideas, events, themes or settings. • There is a sustained and detached critical overview and judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the points being made.

Question Number	Indicative content
7(a)	**Candidates must draw on BOTH texts to access marks.** Responses may include: • both texts show things that go wrong: in Text 1 a runner falls, 'Straight after the collision, though, Zola glanced sharply to her left to see what had happened', and in Text 2 the runner describes losing, 'the important thing was not the winning but the taking part' • both texts show the experience of one main runner in an event: in Text 1 this is Zola Budd, 'Zola intuitively realised someone had fallen' and in Text 2 this is Sir Roger Bannister, 'Others had won and I had been happy for them' • both texts focus on the significance of the events to British people/athletes: in Text 1 'her British team-mate' thinks 'only of winning the gold medal' and in Text 2 there was 'some criticism in the British press', 'Britain had not won a gold medal on the track, and I was the last chance', 'there was a post-mortem on the corpse of British sport' • both texts also talk about the feelings of other runners in the events: in Text 1 the experience of Mary Decker is described, 'Mary's pain was probably more mental than physical', and in Text 2 the winner is described as 'strong and courageous, and fortune had smiled on him' • in both texts success is described: in Text 1 Wendy Sly says '"Out in the lead I felt inspired…I was prepared to die for victory" and in Text 2 the winner's feelings are suggested, 'his happiness must be without limit' • both texts describe failure: in Text 1 'a disconsolate Zola tailed off to finish a weary seventh after virtually jogging her final 400m' and in Text 2 Sir Roger Bannister says 'To me it was failure – when the immediate joy of relief had faded' • both texts show the reactions of people watching or who have watched the events: in Text 1 'The crowd's boos were breaking Zola's spirit' and in Text 2 'There was some criticism in the British press over my failure' • both texts show appreciation of the achievements at the events: Text 1 tells how 'Sly took a hard-fought silver medal' and Text 2 says 'The games were a great success' • both events are described through the feelings of the runners: Mary's pain is described in Text 1, 'Mary was lying, at this stage on her back, in floods of tears', the reactions of the other runners are commented on, 'Sly and Puică kept their cool'; in Text 2 Sir Roger Bannister 'felt great admiration for the winner as he climbed the Olympic podium' and he 'felt no bitterness at the outcome of my own race'. **(6 marks)**

Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	• Limited understanding of similarities. • Limited synthesis of the two texts. • The use of evidence is limited.
Level 2	3–4	• Sound understanding of similarities. • Clear synthesis of the two texts. • The selection of evidence is valid but not developed and there may be an imbalance.
Level 3	5–6	• Detailed understanding of similarities. • Detailed synthesis of the two texts. • The selection of evidence is appropriate and relevant to the points being made.

In responses to the following question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.

Question Number	Indicative content
7(b)	Reward responses that compare how each writer presents ideas and perspectives about taking part in international competitions. Responses may include: • both texts show that achieving a win for the country you represent is significant in international competitions: in Text 1 this is Mary Decker (United States), Zola Budd and Wendy Sly (Great Britain) and Maricica Puică (Romania); in Text 2 this is Sir Roger Bannister for Great Britain • both texts show the importance of international competition to the spectators and people reporting on the events: in Text 1 'Around the arena, spectators gasped in horror', 'hundreds of journalists yelled in unison', 'The crowd's boos were breaking Zola's spirit' and in Text 2 'There was some criticism in the British press over my failure' and 'there was a post-mortem on the corpse of British sport' • both texts use language to show negative views about competing and failing: in Text 1 'a disconsolate Zola tailed off to finish a weary seventh after virtually jogging her final 400m' and in Text 2 the writer says 'To me it was failure – when the immediate joy of relief had faded' • both texts show the determination of runners to win and succeed, and the importance of this is in competition: in Text 1 the writer says 'her British team-mate and the Romanian were focused on winning medals', Sly says she was thinking "'only of winning the gold medal'", saying "'I was prepared to die for victory'", and in Text 2 the writer says 'He was a worthy victor, tougher as well as faster than the rest of us…He was strong and courageous', 'My opponents were stronger, physically and psychologically' • both texts use language to show awareness of the brutality of competing internationally, in Text 1 what happens is compared to the "'mangled wreckage on a motorway hard shoulder'", and in Text 2 after the event there is 'a post-mortem on the corpse of British sport' • both texts show an international competition where something unexpected happens, although in different ways: Text 1 shows a collision between two runners and what happens as a result, and Text 2 shows what happens when someone who is expected to do well does not for no reason other than someone else is better on the day • Text 1 is written in the third person, almost as a sports report happening live, and tries to be objective about what happened in this particular competition, whereas Text 2 is written from a personal point of view, giving a very personal perspective on competition in general • Text 1 ends when the race ends, whereas Text 2 starts with the end of the experience: in this way Text 1 anticipates the feelings the runner may have after the competition is over: 'she was postponing the moment when a fresh nightmare of accusation and counter-accusation would begin', whereas Text 2 shows the feelings of the runner after the competition: 'The Helsinki Olympic Games were a turning point in my life' • both texts deal with examples of failure on the track, but Text 2 ends on a positive note in that it was a 'turning point' whereas the conclusion of Text 2 ends negatively with the idea of 'accusation and counter-accusation'. **(14 marks)**

Level	Mark	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–2	• The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited.
Level 2	3–5	• The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. **NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.**
Level 3	6–8	• The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	9–11	• The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	12–14	• The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts, they are discriminating, and clarify the points being made.

Section B: Transactional Writing

Refer to the writing assessment grids at the end of this section when marking Question 8 and Question 9.

Question Number	Indicative content
*8	**Purpose:** to write a review of an interesting or exciting event, to inform and/or persuade. **Audience:** the writing is for a general readership. The focus is on communicating ideas reviewing an event. This may involve a range of approaches. **Form:** the response should be set out as a review using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion. **Responses may:** • give details of the event being reviewed. This could be a sporting event, a meeting with someone important, an exciting experience, a surprise trip for example • identify and explain what made the event interesting and/or exciting, for example its content, the emotions it created, its spontaneous or planned nature • offer comments on what other people thought of the event, for example spectators, people involved in it, people affected by it. **(40 marks)** **(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)**

Question Number	Indicative content
*9	**Purpose:** to write an article for a magazine to inform or persuade.

Audience: the writing is for a general readership. The focus is on communicating ideas about competition, positive or negative. This may involve a range of approaches.

Form: the response should be set out as an article using organisational features. Some candidates may use stylistic conventions of an article such as subheadings or occasional use of bullet points. Candidates do not have to include features of layout like columns or pictures. There should be clear organisation and structure with an introduction, development of points and a conclusion.

Responses may:
- identify and explain what areas of life people compete in, for example in sport, academic success, looks and lifestyle, social media, work
- identify and explain possible positives of competition, for example encouraging people to achieve to the best of their ability, being disciplined, learning to deal positively with disappointment or failure
- offer possible negatives of competition, for example dealing with disappointment or failure, negative self-esteem, making unhelpful comparisons with other people, reduction in motivation.

(40 marks)

(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation) |

Writing assessment grids for Question 8 and Question 9

Level	Mark	The candidate:
AO5: • **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	• provides no rewardable material
Level 1	1–4	• offers a basic response, with audience and/or purpose not fully established • expresses information and ideas, with limited use of structural and grammatical features
Level 2	5–9	• 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	• 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	• 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	• shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register • manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate:
	0	• provides no rewardable material
Level 1	1-3	• uses basic vocabulary, often misspelled • uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4-6	• writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants • uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7-9	• uses a varied vocabulary and spells words containing irregular patterns correctly • uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10-12	• uses a wide, selective vocabulary with only occasional spelling errors • positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13-16	• 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.