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Edexcel

# Mark Scheme (Results)

Summer 2024

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

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Summer 2024

Question Paper Log Number P73812

Publications Code 1EN2\_01\_2406\_MS

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V1.2



## 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.
- Plans (whether in the planning box provided for writing questions, or in the lined response area of the question paper/answer booklet) should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

## 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 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><b>AO1</b> (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"><li>• (if they are) strong (1)</li><li>• (if they are) healthy (1)</li><li>• (if they are) sensible (1)</li><li>• (if they are) maidens/unmarried (1)</li><li>• to get insight into work (1)</li><li>• to learn about difficulties of earning money (1)</li><li>• to adopt a career/working in hospitals/nursing (1)</li><li>• provided it be given up on marriage (1)</li><li>• for love's sake (1)</li><li>• (if they are) a widow (1)</li><li>• (if they are) bringing up a family (on their own) (1)</li></ul> <p>Do not credit any references to the image.</p>	<b>(4)</b>

Question number	Answer
2	<p><b>AO4 (6 marks)</b>  <b>Candidates must give three reasons supported by evidence to access Level 3.</b></p> <p>Do not credit:</p> <ul style="list-style-type: none"> <li>• any reason/evidence that is not in the given lines</li> <li>• any reference to the writer's techniques that does not make a judgement on the success of the text</li> <li>• any references to the image.</li> </ul> <p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• the writer initially identifies herself as 'an old wife and mother', which might persuade the reader that she has a valid point of view, especially as she describes herself as 'old', possibly suggesting wisdom to a contemporary audience. The fact that she is a wife would interest the reader as it shows that she has been married and knows what she is talking about</li> <li>• the writer gives an impression that her views are not outrageous, 'have her modest say', which might persuade the reader to engage with her ideas as they are not extreme and effectively persuade the reader to consider them</li> <li>• this is reinforced by 'old-fashioned prejudice', which adds to the tone of humility she appears to have. By acknowledging her prejudice, she presents her bias, but she successfully implies that her ideas are traditional by the use of 'old-fashioned', which might persuade the reader that her ideas are not unconventional and therefore to agree with her</li> <li>• the text successfully presents the workplace as an unpleasant one, 'dust and heat', which would not be considered as a suitable environment for women to work in. By describing the workplace as an 'arena', she effectively suggests it is a competitive place, which the reader might consider unsuitable as women were not thought to be competitive at the time</li> <li>• the text successfully shows how hard it is to work by using 'fiercely striving' and 'long-continued strain'. This creates a negative impression of working for the reader and suggests that working is unsuitable for women</li> <li>• the suggestion that women are 'physically unfit' and 'mentally unequal' successfully supports her ideas (and the general view of the time where women were considered to be the weaker sex) and might persuade the reader as she is speaking from the viewpoint of a married woman</li> <li>• she does present situations where women might work, which might be thought to undermine her argument 'strong, healthy, sensible maidens'. However, this only suggests that unmarried women are capable of work and also implies that married women become weaker and incapable of work, which might upset some readers</li> <li>• in describing the workplace(s) as 'an arena where men are fiercely striving' or 'hospital nursing', she does not take into account the possible variety of opportunities available to women. She only presents two extremes so she does not successfully persuade the reader that all married women should not work</li> <li>• the writer does not explain why a woman should give up work on marriage, simply suggesting that before marriage they are 'strong, healthy, sensible' but after marriage they are 'physically unfit' and 'mentally unequal'</li> <li>• she does not clearly explain why 'a little insight into work and into the difficulties of earning money may be useful, even the adoption of a career' might be appropriate for</li> </ul>

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

Question number	Indicative content
3	<p data-bbox="368 297 563 327"><b>AO2 (8 marks)</b></p> <p data-bbox="368 369 1417 434">Reward responses that explain how the writer uses language to interest and inform the reader.</p> <p data-bbox="368 477 1417 506">Use of relevant subject terminology is rewardable when it is used to support points.</p> <p data-bbox="368 548 1382 577"><b>Responses may include the following points about the language of the text:</b></p> <ul data-bbox="368 584 1449 2002" style="list-style-type: none"> <li data-bbox="368 584 1449 797">• the opening suggests humility by the use of verbs 'wonder' and 'will allow', which imply that she is unsure of her right to speak and her ability. This is reinforced by the use of the adjective 'modest'. This suggests that she is being both humble and feels that she may not have a great deal to say (which is not the case as her views are quite forceful as she develops her argument). This would interest and engage the reader to find out exactly what her views are</li> <li data-bbox="368 804 1417 904">• the adjective 'old-fashioned' implies that the writer may be aware that her ideas are out of date, but they may also be seen as traditional, which is possibly something that may be attractive to contemporary readers</li> <li data-bbox="368 911 1449 1012">• the use of the noun 'prejudice' suggests a bias and (to modern readers) a lack of tolerance of opposing views. This may interest readers to discover if she is indeed prejudiced</li> <li data-bbox="368 1019 1358 1097">• the adverbs 'physically' and 'mentally' inform the reader that the writer has considered important aspects of an individual's fitness for work</li> <li data-bbox="368 1104 1331 1205">• the verb 'plunge' suggests a dramatic (and possibly) dangerous activity to reinforce her negative presentation of workplaces. The reader would be interested to discover how bad the working environment is</li> <li data-bbox="368 1211 1449 1312">• the nouns 'dust and heat' and 'the arena' might suggest to the reader associations of (gladiatorial) combat and struggle. This would interest and inform the reader as it shows how challenging the writer considers the workplace to be</li> <li data-bbox="368 1319 1426 1462">• the negative descriptions of the working environment are further supported by the adverb 'fiercely' and the verb 'striving'. Both of these suggest hard effort and this is further supported by 'long-continued strain', which would reinforce to the reader that work is an endless struggle</li> <li data-bbox="368 1469 1449 1641">• the use of the tricolon 'strong, healthy, sensible maidens' emphasises the qualities the writer considers essential for young women to work. The adjectives 'strong, healthy, sensible' will interest the reader as they suggest that only unmarried women would have these qualities and, by implication, that married women are weaker</li> <li data-bbox="368 1648 1442 1713">• by using the adjective 'little', the writer suggests that women do not need to know much about work, and it would interest the reader to know why this is the case</li> <li data-bbox="368 1720 1406 1821">• the use of the (modal) verb 'may' might interest the reader as it suggests being allowed or given permission. The reader may feel that the writer is being unfair as it suggests that women do not automatically have the right to work</li> <li data-bbox="368 1827 1410 1928">• the idiom 'strain every nerve' interests the reader as it suggests the effort required and how dedicated to work some women will be in order to support a fatherless family</li> <li data-bbox="368 1935 1449 2002">• the use of the noun 'impossibilities' would tell the reader that these women face a huge struggle, and it is not something which most women should aspire to</li> </ul>

	<ul style="list-style-type: none"> <li>the description of a wife, 'poor she', would elicit sympathy from the reader. This is supported by the use of contrast in 'willing spirit' and 'weak frame', which interests the reader as it highlights both negative and positive aspects of being a woman</li> <li>the use of the adjective 'contemptible' shows how prejudiced and judgemental she is. This clearly informs the reader of her strong views.</li> </ul> <p>Accept any other reasonable responses.</p>
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### Question 3

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

Question number	Answer	Mark
4(a)	<p><b>AO1</b> (identify explicit information and ideas)</p> <p>Accept any reasonable experiences 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 experiences:</p> <ul style="list-style-type: none"> <li>• standing in the basket (1)</li> <li>• hands grasping the chain (1)</li> <li>• gliding smoothly/scarcely perceptible motion (1)</li> <li>• how narrow the duct was (1)</li> <li>• the darkness (1)</li> <li>• the sounds from above become indistinct (1)</li> <li>• the silence (1)</li> <li>• the basket hitting the walls (1)</li> <li>• the voices of men below (1)</li> <li>• being 630 feet below ground (1)</li> </ul>	(2)

Question number	Answer	Mark
4(b)	<p><b>AO1</b> (interpret implicit information and ideas)</p> <p>Accept any reasonable ways implied by the text, up to a maximum of 2 marks.</p> <p>Candidates may identify the following ways:</p> <ul style="list-style-type: none"> <li>• they were forced to be in the mine/they were victims (1)</li> <li>• they had no one to talk to (1)</li> <li>• they were alone (1)</li> <li>• they were in the dark (1)</li> <li>• the pay was very low (1)</li> <li>• they could not move (1)</li> <li>• they appeared inhuman/like reptiles (1)</li> <li>• they were very young/underdeveloped/unhappy (1)</li> </ul> <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><b>AO4 (6 marks)</b></p> <p>Reward responses that evaluate how successfully the writer shows that children were being mistreated in the coalmine.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract.</p> <p><b>Candidates must give three reasons supported by evidence to access Level 3.</b></p> <p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• the extract starts quite shockingly with the phrase 'inhumanly sacrificed', which successfully shows that the writer thinks the children were being exploited: 'inhumanly' clearly suggests that the mine owners were monsters and did not care for the children. The word 'sacrificed' would suggest to the reader that the children might not live very long and successfully shows they were being mistreated</li> <li>• giving the age of the children, 'eight years old, and several were considerably less', effectively supports the idea that the children were being mistreated, as children that young would have had no choice about working. However, it is not entirely clear whether the employment of the young children was supported by their parents</li> <li>• the writer's focus on how weak the children were – 'barely strength sufficient' – successfully supports his point of view that the children were abused/mistreated</li> <li>• by saying 'In the winter-time they never see day-light except on a Sunday', the writer shows a contemporary audience that the children were being exploited as daylight and fresh air were considered important (and still are)</li> <li>• the writer is successful in showing how overworked the children were: '13 hours a day', which is effective as it would shock readers, both in the 19th century and today. Modern readers would be particularly shocked as not many adults are expected to work 13-hour days</li> <li>• the description 'solitary confinement' with its connotations of prison, successfully shows that the treatment of the children was inhumane. This is further emphasised by the use of 'their prison', which would shock the reader</li> <li>• the writer successfully shows how the children were exploited when he says there was 'as little consideration for the injury that they suffer'. This reinforces the uncaring attitude of the employers</li> <li>• the description of what the children's day consisted of: 'As soon as they rise ... return to their beds again', is successful in showing how over-worked the children were and shows clearly that they were mistreated</li> <li>• the writer does mention that the children had a day off, 'except on a Sunday', which could show that there was some respite and might suggest that there was some consideration of the children's welfare</li> <li>• the text might be considered as unsuccessful because the children were employed and occupied, which may be better than the alternatives of starving or a life of crime: 'As soon as they rise from their beds'</li> <li>• the text as a whole is so negative about the treatment of the children that it could be seen as less effective and unnecessarily hyperbolic, e.g. 'inhumanly sacrificed', 'pitilessly compelled'.</li> </ul> <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 5

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

Question number	Indicative content
6	<p data-bbox="288 271 496 300"><b>AO4 (12 marks)</b></p> <p data-bbox="288 333 1321 400">Reward responses that evaluate how successfully the text shows how bad working conditions were in coalmines.</p> <p data-bbox="288 439 1414 506">Do not credit any reference to the writer's techniques that does not make a judgement on the text.</p> <p data-bbox="288 539 612 568"><b>Responses may include:</b></p> <ul data-bbox="288 577 1422 2013" style="list-style-type: none"> <li>• the opening sentence immediately suggests how cramped conditions were as the lift shaft is described as 'a duct about six feet in diameter'. This effectively suggests that the conditions will be unpleasant as it sounds claustrophobic</li> <li>• the account of the darkness and silence – 'all became darkness' and 'a dreary silence' – successfully creates a negative impression in the reader's mind as the lack of noise and light are perceived as frightening</li> <li>• this is further reinforced when they reached the bottom of the lift shaft as it is described as '630 feet from the light', adding to the gloomy atmosphere the writer has already created. The repetition of the reference to darkness, 'pitch dark, not a ray of light', is successful in creating an unpleasant atmosphere</li> <li>• once in the mine the lack of light is repeated several times, effectively showing how bad the conditions were: 'which did not dispel the darkness', 'the gloom', 'without a light'</li> <li>• the description of his encounter with the horse-drawn carts, driven by young girls, gives the impression that it was very dangerous as they 'advanced like a meteor through the gloom', which suggests how fast they were moving. This would give the reader the impression of poor working conditions as it sounds quite frightening</li> <li>• the description of the young girls driving these carts, 'covered with filth, and uttering some low obscenity', is intended to suggest that the poor conditions in the mine have caused this. The reader would be shocked especially as, at the time, girls were supposed to be demure and ladylike</li> <li>• the constant (never-ending) activity in the mine is effectively suggested by the writer's comment 'We were frequently interrupted', which might show how hard the girls were forced to work</li> <li>• the repeated description of the girls, 'ragged and beastly', 'a shameless indecency', reinforces how the awful working conditions had de-humanised the girls. The reader may be shocked that young girls had to work in such awful jobs</li> <li>• the writer is badly affected by what he has seen, 'awe-struck as one was', which effectively conveys that what he has witnessed must be shocking</li> <li>• the description, 'gloom and loneliness', successfully captures how horrible it was in the mine and the use of the word 'frightful' shows how dreadful it was. This is emphasised by 'the character of a hell', which clearly suggests that working conditions were terrible</li> <li>• the text successfully shows how dreadful the working conditions were by describing what the children had to do, 'compelled to linger through their lives', which suggests that the children were forced to work. The description of the conditions, 'silence, solitude, and darkness', effectively conveys that the working conditions for children were appalling</li> <li>• the description 'a miserable little wretch standing without a light, silent and motionless' shows that children were working in a terrible place. This is successful in showing how bad it was in the mine</li> <li>• the text is successful as it shows the age of the children: 'Few of the children thus inhumanly sacrificed were more than eight years old and several considerably less', and how weak they were: 'barely strength sufficient to perform '. This conveys how bad the conditions were if they employed children (especially those who were not strong)</li> </ul>

Question number	Indicative content
	<ul style="list-style-type: none"> <li>• the text successfully shows how the conditions were dreadful for the children by describing the lack of daylight, 'In the winter-time they never see day-light', and length of the working day, '13 hours a day'. This clearly shows how inhumane the treatment of the children in the mine was</li> <li>• the writer likens their workplace to a prison, 'their prison', which successfully suggests bad conditions as prisons are not meant to be pleasant. The use of 'solitary confinement' emphasises this as it was probably the worst kind of imprisonment. This supports the idea that the conditions were appalling for the children</li> <li>• some readers may feel that the writer has been frightened by his experience in the mine – 'awe-struck' – and is therefore exaggerating how bad it was, so the text is not entirely successful in showing that the conditions were bad</li> <li>• his descriptions of the girls, although negative, could show the young girls as actually enjoying what they were doing as they appear to have some freedom and young children do enjoy charging about. It may be the writer's critical and judgemental viewpoint that is presenting the girls in a harsh way: 'with a shameless indecency in their behaviour'</li> <li>• although the working conditions were bad and child labour was used, the writer does show that it was not slavery (quite) and the children were paid 'sixpence a day' and also given Sundays off, so that the text may be considered not entirely successful in showing how badly they were treated</li> <li>• there is no description of the conditions that adults work in, so it does not provide a full account of all working conditions in the mine.</li> </ul> <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	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
Level 1	1-2	<ul style="list-style-type: none"> <li>Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Limited evaluative assertions offered, with little personal judgement about the text.</li> <li>The selection of references is limited and not always relevant to the points being made.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Straightforward evaluative opinions offered with some personal judgements about the text.</li> <li>The selection of references is valid, though not always developed or secure in relation to the points being made.</li> </ul>
Level 3	5-7	<ul style="list-style-type: none"> <li>Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Informed evaluative opinion offered with sound personal judgements about the text.</li> <li>The selection of references is appropriate and relevant to the comments being made.</li> </ul>
Level 4	8-10	<ul style="list-style-type: none"> <li>Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Developed critical evaluation offered with detailed personal judgements about the text.</li> <li>The selection of references is appropriate, detailed and fully supports the evaluation being made.</li> </ul>
Level 5	11-12	<ul style="list-style-type: none"> <li>Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Sustained and detached critical evaluation offered with convincing personal judgement about the text.</li> <li>The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li> </ul>

## Section B: Writing

Question number	Indicative content
7	<p><b>AO5 (24 marks), AO6 (16 marks)</b></p> <p><b>Purpose:</b> to write a blog, to inform, advise and/or persuade.</p> <p><b>Audience:</b> the writing is for a general audience. The focus is on communicating ideas about choosing a job.</p> <p><b>Form:</b> there should be clear organisation and structure with development of the ideas provided and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• identify different types of jobs that may be available</li><li>• evaluate how enjoyable/rewarding different types of jobs are</li><li>• consider important factors, such as payment</li><li>• discuss qualifications and skills needed and whether training is provided</li><li>• be written from the perspective of a teenager or an adult.</li></ul> <p>Accept any other reasonable points.</p>

Question number	Indicative content
8	<p><b>AO5 (24 marks), AO6 (16 marks)</b></p> <p><b>Purpose:</b> to write an article, to inform, advise and/or persuade.</p> <p><b>Audience:</b> young adults using an employment website. The focus is on communicating ideas and advice about how to make a good impression at an interview.</p> <p><b>Form:</b> the response should be set out as an article with the use of appropriate headings and/or subheadings. The response should have appropriate tone and language for the chosen audience.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• introduce the topic</li><li>• offer advice about how to prepare for the interview</li><li>• offer advice about dressing for an interview</li><li>• discuss appropriate and inappropriate things to say and do</li><li>• be written from the perspective of a teenager or an adult.</li></ul> <p>Accept any other reasonable points.</p>

<b>Level</b>	<b>Mark</b>	<b>AO5 descriptor</b> <b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b>  <b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b>
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Limited ability to communicate clearly, effectively, and imaginatively.</li> <li>• Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register.</li> <li>• Expresses information and ideas, with limited use of structural and grammatical features.</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Some ability to communicate clearly, effectively, and imaginatively.</li> <li>• Shows an awareness of audience and purpose, with straightforward use of tone, style and register.</li> <li>• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Clear ability to communicate clearly, effectively, and imaginatively.</li> <li>• Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</li> <li>• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Secure ability to communicate clearly, effectively, and imaginatively.</li> <li>• Organises material for particular effect, with effective use of tone, style and register.</li> <li>• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Sophisticated ability to communicate clearly, effectively, and imaginatively.</li> <li>• Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</li> <li>• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

<b>A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</b>		
Level	Mark	The candidate:
	0	No rewardable material
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>Limited ability to write for clarity, purpose and effect.</li> <li>Uses basic vocabulary, often misspelled</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	5-7	<ul style="list-style-type: none"> <li>Some ability to write for clarity, purpose and effect.</li> <li>Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	8-10	<ul style="list-style-type: none"> <li>Sound ability to write for clarity, purpose and effect.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.</li> </ul>
<b>Level 4</b>	11-13	<ul style="list-style-type: none"> <li>Secure ability to write for clarity, purpose and effect.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	14-16	<ul style="list-style-type: none"> <li>Sophisticated ability to write for clarity, purpose and effect.</li> <li>Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>