



# Mark Scheme (Results)

## Summer 2022

Pearson Edexcel GCSE in English  
Language (1EN0)  
Paper 2: Non-fiction and Transactional Writing

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Summer 2022

Question Paper Log Number 66343

Publications Code 1EN0\_02\_MS\_2206

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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.

## Placing a mark within a level

- 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 descriptors in that 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.

- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

## 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	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>1</b>	<p>Accept any <b>two</b> of the following answers, based on lines 1-3:</p> <p><i>It was a simple accident but a costly one. As I towed my sledge across the glacier, the vehicle suddenly slewed* around, wedging my foot in a crack in the ice. As I went down, I heard the ligaments in my knee snap and thought simply, "This time you've had it."</i></p> <ul style="list-style-type: none"> <li>• (a simple) accident (1)</li> <li>• (the) vehicle (suddenly) slewed (around) (1)</li> <li>• wedging my foot (in a crack in the ice) (1)</li> <li>• I went down (1)</li> <li>• I heard the ligaments in my knee snap (1)</li> <li>• I thought simply "This time you've had it" (1)</li> </ul>	<b>(2)</b>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>2</b>	<p>Accept any reasonable answer, based on lines 7-11.</p> <p><i>As I sat motionless, the pain and an icy polar wind closed in on me like a pack of wolves around an injured animal. For perhaps the first time in my life I was truly frightened, and fear acted like a shot of adrenaline. Despite the searing** pain, I forced myself to stand and discovered that the knee would hold me. Leaning into my waist harness, I inched slowly forward against the massive weight of the sledge.</i></p> <p><b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• he cannot move (1)</li> <li>• 'the pain' (1)</li> <li>• 'an icy polar wind closed in on me' / cold (1)</li> <li>• he feels like he is an injured animal being hunted (1)</li> <li>• 'truly frightened' (1)</li> <li>• adrenaline helps him stand up (1)</li> <li>• 'discovered that the knee would hold me' (1)</li> </ul>	<b>(2)</b>

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	<p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>• the opening description of a 'simple accident' creates a sense of tension which is continued throughout the extract</li> <li>• emotive adverbs are used to show the strength of feeling the writer has: 'costly', 'truly', 'completely', 'Fortunately', 'terribly'</li> <li>• adverbs are also used to show the pace of events: 'suddenly', 'slowly'</li> <li>• the writer uses verbs that show difficulty of movement and action, creating the sense of a difficult expedition: 'wedging', 'forced', 'inched', 'plod', 'drag', 'suffering', 'immobilise'</li> <li>• the writer uses some colloquial phrases to create an almost conversational tone: 'As I went down', "'it'll be OK'", "'You'll just have to crack on'"</li> <li>• the writer uses language to create a sense of doubt which increases tension for the reader: 'Even if they noticed me, there was little they could do', 'perhaps with more confidence than he felt', 'though at far greater risk to their own survival'</li> <li>• onomatopoeia is used to demonstrate the impact of the accident: 'snap', 'plod'</li> <li>• the writer uses language to show contrast between companionship and individual effort: 'my partners', 'close-knit team', 'every man for himself', 'I must somehow make it on my own', "'we'll never separate too far from you'", 'two remaining companions', 'The other two would drag him on a sledge'</li> <li>• simile with hyperbole is used to heighten the fear felt by the writer: 'the pain and an icy polar wind closed in on me like a pack of wolves around an injured animal', 'fear acted like a shot of adrenaline'</li> <li>• language is used to suggest fear and danger: 'searing pain', 'truly frightened', 'fear', 'grim', 'died of exposure and starvation', 'incapacitated', 'risk', 'survival', 'die', 'suffering', 'injuries'</li> <li>• references to dates and numbers show the historical background to and scale of the expedition, creating context: '—Sunday, December 15, 1985—', '471 miles from the starting point', 'With 424 miles still to go', '74 years before us', 'weeks before'</li> <li>• the writer uses negatives to show the potential failure of the expedition: 'the point of no return', 'we carried no radio and thus could not summon help', 'would not heal'</li> <li>• the metaphor that ends the extract also emphasises the potential failure of the expedition: 'the narrow line we walked between success and disaster'.</li> </ul> <p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>• the extract begins with a short sentence, creating a sense of foreboding: 'It was a simple accident but a costly one'; a short sentence is also used for impact: 'I agreed completely'</li> <li>• the writer uses the conjunction 'but' to focus the reader's attention on what follows, creating an impact: 'It was a simple accident but a costly one', 'brave but despairing words', 'serious but far from hopeless'</li> </ul>

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|  | <ul style="list-style-type: none"><li>• repetition of 'simply' demonstrates ease, creating a sense of irony in the writer's difficult situation</li><li>• the writer's internal monologue to himself shows his feelings after the accident: "This time you've had it", and the use of first-person narrative creates sympathy for the writer and anxiety for his safety</li><li>• the writer uses commas to punctuate sentences, creating an idea of pace: 'As I went down, I heard the ligaments in my knee snap and thought simply,'</li><li>• the writer uses dashes and ellipsis to emphasise points and create an idea of context: '-Sunday, December 15, 1985-', "'at this point...'"</li><li>• the writer begins some sentences with prepositions, creating impact or emphasis: 'As I sat motionless', 'With 424 miles still to go', 'Like Scott 74 years before us'</li><li>• the text uses some statements which have a factual tone, creating a contrast with the emotional intensity of the writer's experience</li><li>• this also contrasts with the use of the short speech from Roger and the excerpt from Scott's diary which gives the views of others, adding veracity to the writer's account.</li></ul> |
|--|---|

**(15 marks)**



Level	Mark	<b>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</b>
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited comment on the text.</li> <li>• Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Comment on the text.</li> <li>• Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>• Explanation of the text.</li> <li>• Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>• Exploration of the text.</li> <li>• 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.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"> <li>• Analysis of the text.</li> <li>• 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.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>4</b>	<p>Accept any reasonable answer, based on lines 1-5.</p> <p><i>The ladders of Everest are almost as famous as the mountain itself. Sometimes with up to four ladders all lashed taut, they are used as temporary bridges to span the crevasses that cut across the icefall like lightning bolts. These crevasses can be hundreds of feet deep and 20 feet wide. The ladders have been used for many years as an easily adjustable way of breaching and crossing the huge gaps that spread across the ice like veins.</i></p> <p><b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• they are nearly as famous as Everest itself (1)</li> <li>• 'lashed taut' (1)</li> <li>• 'they are used as temporary bridges' (1)</li> <li>• they 'have been used for many years' (1)</li> <li>• they help people to cross crevasses (1)</li> <li>• 'an easily adjustable way of breaching and crossing the huge gaps' (1)</li> </ul>	<b>(1)</b>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>5</b>	<p>Accept any reasonable answer, based on lines 7-8.</p> <p><i>The ladders are put in place by an expert team of sherpas called the Icefall Doctors, who traverse* the route daily, adding new ladders and ropes through the ice.</i></p> <p><b>Quotations and candidate's own words are acceptable.</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• they put ladders in place (1)</li> <li>• 'traverse the route daily' (1)</li> <li>• 'adding new ladders' (1)</li> <li>• they add new ropes (1)</li> </ul>	<b>(1)</b>

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the writer creates tension.</p> <p><b>References to writer’s techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the extract starts with ladders, which are associated with the idea of potential danger from falls at height, or bad luck in superstition, successfully creating a sense of foreboding</li> <li>• the opening of the extract is focused on the idea of vastness, which contrasts with the idea of one single man crossing, building tension as it seems an impossible challenge: ‘to span the crevasses’, ‘hundreds of feet deep and 20 feet wide’, ‘the huge gaps’</li> <li>• the idea of the ladders being ‘temporary bridges’ and ‘easily adjustable’ creates a sense that the writer is showing them to be the opposite of permanent and fixed, emphasising the element of risk involved in the crossing</li> <li>• the writer’s focus on the idea that the ladders have been in place over a long period of time could on the one hand be reassuring, reducing the tension of the crossing, or concerning, in that they may not hold or last because of their age: ‘The ladders have been used for many years’</li> <li>• the writer’s focus on the regularly occurring events could also possibly be reassuring, which some readers may find reduces the potential tension of the crossing: ‘As the glacier shifts, so too does the icefall’, ‘Crevasses open and close, widen and narrow’, ‘The ladders are put in place by an expert team of sherpas...who traverse the route daily’</li> <li>• the writer’s focus on the idea that the ropes and ladders are put in place by ‘an expert team’ again could be more reassuring as they have experience and knowledge; the fact that they are referred to as ‘Icefall Doctors’ effectively links to people who are trusted in society to take care of others</li> <li>• the placing of the writer’s description of the impending danger of the crossing undercuts any more reassuring comments, creating an increased sense of tension: ‘disappearing into the depths of the crevasse and certain death’, ‘little chance of surviving a fall into one of these bottomless cracks in the ice’, ‘Instant death would certainly be preferable’, ‘I risked...plunging into the abyss’</li> <li>• the idea of increasing challenge in the actions the writer has to do to make the crossing is successful in building tension: ‘Have you ever tried walking across a horizontal ladder?’, ‘try doing it wearing clunky boots with crampons, in the dark, across a seemingly bottomless drop, in thin, oxygen-deprived air and it’s a whole other challenge’; the added layers of challenge build tension as it seems almost impossible</li> <li>• the writer subtly moves from the ideas of the expanse and danger of the physical surroundings at the start of the extract to his feelings and emotions about the crossing, which makes the reader more aware of the significance of these feelings: ‘It used to make me shiver just thinking about it’, ‘Very carefully, I...gingerly placed’, ‘heart racing’, ‘I could feel a bead of sweat on my brow’</li> <li>• these feelings are also emphasised through the contrast between the description of the ladders and ropes at the start and the end, showing that, although they may appear safe, using them is a tense and terrifying experience: ‘The two ladders began to bow and wobble’, ‘the rudimentary rope’</li> <li>• the writer’s uplifting physical and emotional feelings at the end of the extract emphasise and contrast with how tense the crossing has been, effectively illustrating the idea of a danger being overcome: ‘I felt dizzy’, ‘I wanted to kiss the ground’, ‘The relief...was overwhelming’, ‘I felt a buzz of endorphins and euphoria.’</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

Level	Mark	<b>A04: Evaluate texts critically and support this with appropriate textual reference</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• Analysis of ideas, events, themes or settings.</li> <li>• Well-informed and developed critical judgement is offered about the text.</li> <li>• The selection of references is appropriate, detailed and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• Evaluation of ideas, events, themes or settings.</li> <li>• There is a sustained and detached critical overview and judgement about the text.</li> <li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li> </ul>

Question Number	Indicative content	
<b>7(a)</b>	<p><b>Candidates must draw on BOTH texts to access marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both explorers have an individual connection to their expeditions and experiences</li> <li>• both explorers experience support from other people: in Text 1 Robert Swan is supported by his partners 'Gareth Wood and Roger Mear', and in Text 2 Ben Fogle is supported by the efforts of the 'expert team of sherpas'</li> <li>• both explorers also show the importance of individual effort in their expeditions: in Text 1 the writer says 'it was every man for himself' and in Text 2 the writer says 'I have never focused so hard as I lifted one foot in front of the other'</li> <li>• both explorers experience fear in their expeditions: in Text 1 Swan says 'I was truly frightened', and in Text 2 Fogle says 'The relief of getting off that ladder was overwhelming'</li> <li>• in both texts the explorers are determined to achieve their goals: in Text 1 Swan says 'I must simply plod ahead and not lose spirit', and in Text 2 Fogle says 'I have never focused so hard'</li> <li>• in both texts the explorers get a foot stuck/experience problems: in Text 1 Swan wedges his foot and says 'I heard the ligaments in my knee snap', and in Text 2 Fogle's foot appears to be trapped, 'My left foot wouldn't budge...I couldn't lift it from the ladder'</li> <li>• both explorers describe equipment and people that help them in their expeditions: in Text 1 Swan has a sledge and a 'waist harness' and is inspired by Robert Scott, and in Text 2 Fogle describes the ladders and ropes, safety lines, harnesses and crampons and is reassured by the support put in place by the 'Icefall Doctors'</li> <li>• both explorers understand the danger of death in their expeditions. In Text 1 Swan says 'If two men became incapacitated, the third would have to attempt to tow one and leave the other to die', and in Text 2 Fogle says 'There was little chance of surviving a fall into one of these bottomless cracks in the ice'</li> <li>• both explorers describe their thoughts and feelings retrospectively: in Text 1 Swan says 'My own situation was serious but far from hopeless', and says 'Fortunately I could still move', and in Text 2 Fogle says 'It used to make me shiver just thinking about it' and 'I felt a buzz of endorphins and euphoria.'</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>	
Level	Mark	<b>AO1: Select and synthesise evidence from different texts</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Limited understanding of similarities.</li> <li>• Limited synthesis of the two texts.</li> <li>• The use of evidence is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Sound understanding of similarities.</li> <li>• Clear synthesis of the two texts.</li> <li>• The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Detailed understanding of similarities.</li> <li>• Detailed synthesis of the two texts.</li> <li>• The selection of evidence is appropriate and relevant to the points being made.</li> </ul>

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
<b>7(b)</b>	<p>Reward responses that compare how each writer presents ideas and perspectives about danger.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both texts are written in the first person, giving a personal perspective on danger</li> <li>• both texts show the significance of danger in their openings, although in Text 1 it is explicit as it mentions an accident, 'It was a simple accident but a costly one', and Text 2 is more implicit as it describes the measures taken to minimise danger: 'The ladders have been used for many years'</li> <li>• both texts show danger caused by the trapping of feet, although in Text 1 the trapping causes injury, 'I heard the ligaments in my knee snap', whereas in Text 2 the trapping causes no injury, just tension, 'I could feel a bead of sweat on my brow'</li> <li>• both texts use language to show their reactions at the time to danger in the respective situations: in Text 1 'the pain and an icy polar wind closed in on me like a pack of wolves around an injured animal', and in Text 2 'I risked falling off balance and plunging into the abyss', 'There was little chance of surviving a fall into one of these bottomless cracks in the ice'</li> <li>• both texts show the determination of the explorers to overcome danger: in Text 1 the writer says 'Fortunately I could still move', and in Text 2 the writer says 'I have never focused so hard as I lifted one foot in front of the other'</li> <li>• both texts use language to show awareness of the potential for further danger: in Text 1 the writer makes reference to how Scott 'and his two remaining companions died of exposure and starvation', and in Text 2 the writer says 'Instant death would certainly be preferable to surviving a fall and ending up in the cavernous depths'</li> <li>• both texts show how danger also comes from lack of communication with the outside world: in Text 1 'we carried no radio and thus could not summon help', and in Text 2 a fall could mean 'ending up in the cavernous depths, hundreds of feet beneath a glacier and far from any chance of rescue'</li> <li>• in Text 1 the main focus of the danger occurs at the start of the extract, whereas in Text 2 the dangerous event is towards the end</li> <li>• both texts talk about minimising or responding to danger, although Text 1 has a bleaker perspective than Text 2. In Text 1 the writer shows what is in place in case of incapacitation: 'Roger and Gareth and I had long ago agreed what we would do if one of us became totally incapacitated'; Text 2 talks about safety features such as the ladders 'put in place by an expert team of sherpas', and how 'These safety lines would stop us from disappearing into the depths of the crevasse'</li> <li>• Text 1 explores the feelings of different explorers towards danger, whereas Text 2 presents the feelings of only one explorer, despite mentioning 'our' and 'us'</li> <li>• in Text 1 there is an uncertain end to the extract, suggesting that more danger may be ahead: 'a constant reminder of the narrow line we walked between success and disaster'; whereas Text 2 has a positive outcome, suggesting that danger is overcome completely: 'The relief of getting off that ladder was overwhelming. I felt a buzz of endorphins and euphoria.'</li> </ul> <p style="text-align: right;"><b>(14 marks)</b></p>

Level	Mark	<b>A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-5	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p>
<b>Level 3</b>	6-8	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	9-11	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	12-14	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>

## 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
<b>*8</b>	<p><b>Purpose:</b> to write an article for a magazine to inform or advise.</p> <p><b>Audience:</b> the writing is for a general readership. The focus is on communicating ideas about travelling to different places. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as an article using organisational features. Some candidates may use stylistic conventions of an article such as sub-headings or occasional use of bullets. 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.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• identify positive things about visiting different places, for example experiencing new culture, geography and people, seeing important landmarks in history or architecture, visiting friends or family, having the opportunity to work in a different area</li><li>• identify and explain things the writer does not like about travelling, for example travelling alone, the expense, the journey time, dangers to personal safety, personal difficulties between people in groups of travellers</li><li>• offer advice about how travellers can avoid difficulties, for example being well-prepared, getting enough rest if there are differences in time zones, looking after health and wellbeing, keeping personal belongings safe, taking out insurance.</li></ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>



Question Number	Indicative content
*9	<p><b>Purpose:</b> to write a letter to the Headteacher or Principal to inform and/or persuade.</p> <p><b>Audience:</b> Headteacher or Principal. The focus is on communicating ideas about exploration of our planet. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a letter using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• share views on exploration of our planet, for example it is natural to be curious and want to explore, it helps us find out new information about places, species, people, ways of living, it is expensive and this money could be spent on more essential things</li> <li>• identify and explain possible harm explorers may be doing to the planet, for example damaging cultures by making them more accessible to a broader audience in the outside world, encouraging more people to go to new places therefore putting pressure on them to become more 'tourist-friendly', creating environmental problems such as litter, pollution or damage to flora and fauna</li> <li>• identify and explain things that are being done, or should be done, to ensure exploration is safe, for example improving conditions for explorers, charging people who want to explore, encouraging safety and attempting to alleviate environmental damage.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

### Writing assessment grids for Question 8 and Question 9

<b>A05:</b> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• provides no rewardable material</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• offers a basic response, with audience and/or purpose not fully established</li> <li>• expresses information and ideas, with limited use of structural and grammatical features</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <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>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <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>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <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>
<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <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>

**A06: 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	<ul style="list-style-type: none"> <li>provides no rewardable material</li> </ul>
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <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>	4-6	<ul style="list-style-type: none"> <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>	7-9	<ul style="list-style-type: none"> <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>	10-12	<ul style="list-style-type: none"> <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>	13-16	<ul style="list-style-type: none"> <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>