



Mark Scheme (Results)

Summer 2024

Pearson Edexcel Level 1/Level 2 GCSE (9–1)
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 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 judgement 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.
- 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.

Specific Marking Guidance

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.
- Indicative content is exactly that – they are 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 fulfils the requirements of the question. It is

the examiner's responsibility to apply their professional judgement 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	AO1: I identify and interpret explicit and implicit information and ideas	Mark
1	<p>Accept any two of the following answers, based on the lines below:</p> <p><i>At least, that's what you'd think. In reality, medical schools don't care about any of that. They don't even check you're OK with the sight of blood. Instead, they fixate on extracurricular activities. Their ideal student is captain of two sports teams, the county swimming champion, leader of the youth orchestra and editor of the school newspaper.</i></p> <ul style="list-style-type: none"> • 'extracurricular (activities)' (1) • '(captain of two) sports (teams)' (1) • '(the county) swimming (champion)' (1) • '(leader of the youth) orchestra' (1) • '(editor of the) school newspaper' (1) 	(2)

Question Number	AO1: I identify and interpret explicit and implicit information and ideas	Mark
2	<p>Accept any reasonable answer based on the following lines:</p> <p><i>'During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.'</i></p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none"> • 'turn up every morning' (1) • do a ward round (1) • all of the doctors go as a team around the ward (1) • 'your whole team of doctors pootles past each of their patients' (1) • 'You trail behind (like a hypnotised duckling)' (1) • they present that they have a caring manner (1) • take notes from senior physicians (1) • 'filling in forms' (1) • make telephone calls (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	<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 language of the text:</p> <ul style="list-style-type: none"> the text begins with the age of 'sixteen', which helps to create a specific time in the reader's thoughts. This could inspire empathy or a memory in the reader the use of the personal pronouns 'your' and 'you' create a sense that the readers are involved in this career choice and encourages them to put themselves in the position of the writer: 'your reasons', 'you'd think', 'if you're ok', 'As you might imagine', 'change your name' use of adverbs in the extract creates a colloquial tone, connecting personally to the reader: 'generally', 'Personally', 'essentially', 'perfectly', 'fairly', 'literally'; colloquialism is also seen in the phrase 'the buzz' the hyperbolic adjective 'ludicrous' creates humour in the idea that people may choose a career because their parents do it the description of how finding a cure for cancer is done by 'research scientists ... not doctors' acts as a way of demonstrating the writer's knowledge of the careers and also the lack of understanding/knowledge of careers that young people may have some negative language is used, which suggests to the reader how he considered that the choice of career was perhaps not the right one for this writer: 'not doctors', 'I don't remember', 'hadn't remotely prepared me', 'Not really what I'd trained so hard for' the writer indicates that 'holding anyone to their word at that age seems a bit unfair', which creates a sense of doubt in the reader that the career choice made at sixteen will always be the correct career choice the metaphor of the writer's school as 'a sausage factory designed to churn out medics, lawyers and cabinet members' creates an image of mass production of uniform products, in this case high-profile careers (creating a sense of irony). This is emphasised by the use of the verb 'churn out' the metaphor of 'written on the walls' creates a sense of inevitability in the writer's choice of career imagery of size enables the reader to see the difficulty of getting into a career in medicine: 'medical schools are oversubscribed ten-fold' the writer uses metaphor to demonstrate exaggerated feeling and ideas: 'only those who perform best under a grilling being awarded a place', doctors needing a heart 'through which pumps a vast lake of compassion and human kindness' and the writer's feelings about finishing training, 'My spring couldn't have been coiled any tighter' the use of the phrase 'psychologically fit' demonstrates the emotional strength needed to become a doctor, as fitness is usually associated with the physical language of fear and danger is used to demonstrate the complex and challenging 'life and death' nature of a career in medicine: 'terrifying amount of pressure', 'bad news to anguished relatives', 'able to deal with death', 'treacherous', 'propelled', 'armed' the writer uses the heart, usually linked to emotions, to show care and also to connect the reader to his skills and knowledge as a doctor, as medical terminology is used: 'huge heart and a distended aorta'

- the description of activities expected of applicants creates humour, as none of them are specifically useful for working as a doctor: 'captain of two sports teams, the county swimming champion, leader of the youth orchestra and editor of the school newspaper', 'grade eight piano and saxophone, alongside some theatre reviews for the school magazine'
- **language is used to emphasise how much doctors need to know: 'every single aspect', 'each possible way', 'exhaustive knowledge';** this is combined with oxymoron to create humour: '**fairly gargantuan**'
- the writer uses simile in a humorous way. It demonstrates comparison between a respected career and either a fictional character or a criminal (irony): 'like a superhero or an international criminal'. Simile also **demonstrates mindless following: 'like a hypnotised duckling'**
- **the hyphenated words 'mind-numbing' and 'time-consuming' emphasise** the difficulties doctors face. This is further emphasised with the use of the **adverb 'insanely', suggesting a loss of conscious thought**
- **alliteration of the plosive 'p' creates a sense of intensity in medical work, which contrasts with the verb 'pootles',** which sounds quite relaxed: 'pootles past each of their patients'
- **the image of 'your head cocked to one side in a caring manner' suggests a** lack of focus on what is actually happening and mindless following, **linking to the idea of the 'hypnotised duckling'**
- **the way the writer says that days are spent 'filling in forms, making phone calls' suggests administrative** work rather than actual medical procedures, showing that medicine is not what he expected.

Responses may include the following points about the structure of the text:

- the opening to the extract starts with choosing a career, and the ending is focused on being in that career, making it seem as if it is a quick and simple process
- the writer uses varied sentence starters in order to foreground specific **information, for example, 'At sixteen' shows the significance of the age, 'Besides' adds an additional personal opinion from the writer, 'Personally' shows the move to the writer's viewpoint, 'Because medical schools are oversubscribed ten-fold' shows the difficulty of getting a place and 'During the day' suggests something else is going to happen**
- the use of hypothetical quotations in the opening to the text demonstrates a personal viewpoint that readers could empathise with: **"My mum/dad's a doctor" or 'I want to cure cancer"**
- the writer frequently uses contractions, creating an informal, casual style which helps to encourage the reader to share in the experience: **'that's', 'It's', 'you'd', 'don't', 'you're', 'couldn't', 'I'd', 'hadn't'**
- **the repetition of the idea of following in a parent's footsteps is used to** create humour and irony: the writer starts out by identifying that choosing a career because of a parent is '**ludicrous**', yet he then says '**my dad was a doctor**'
- some short sentences are used to highlight and emphasise significant feelings, **'It was written on the walls', to show irony 'At least, that's what you'd think' and 'Not really what I'd trained so hard for', or to highlight important moments, 'Then there I was, a junior doctor'**
- the writer uses repetition, listing and rule of three to create emphasis on the significant abilities that **doctors need to have: 'able to make decisions** under a terrifying amount of pressure, **able to break bad news to anguished relatives, able to deal with death on a daily basis'**
- **the presentation of the 'vast lake of compassion' needed by doctors followed by the ideas that 'medical schools don't care about any of that. They don't even check you're OK with the sight of blood' creates contrast** between the ideal and the real

	<ul style="list-style-type: none"> listing is used to exaggerate the range of activities an applicant for medicine needs to have been involved in: 'captain of two sports teams, the county swimming champion, leader of the youth orchestra and editor of the school newspaper' the writer uses dashes to interrupt his thought of knowing he was going to be a doctor one day and emphasise the significance of it: '- such a big deal you get to literally change your name, like a superhero or an international criminal -' the final short sentence ends the extract with a feeling of negativity about the work he is doing: 'Not really what I'd trained so hard for.' <p>(15 marks)</p>
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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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</p>
Level 3	7-9	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: I identify and interpret explicit and implicit information and ideas	Mark
4	<p>Accept any reasonable answer based on the following lines:</p> <p><i>The thought of becoming a doctor struck Elizabeth as preposterous. Her reaction to her friend's idea was revulsion: "The very thought of dwelling on the physical structure of the body and its various ailments filled me with disgust."</i></p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none"> • 'preposterous' (1) • she felt appalled (1) • she was concerned that she would have to focus 'on the physical structure of the body' (1) • she is repulsed by the idea of different illnesses or diseases (1) • 'filled me with disgust' (1) 	(1)

Question Number	AO1: I identify and interpret explicit and implicit information and ideas	Mark
5	<p>Accept any reasonable answer based on the following lines.</p> <p><i>"Impracticable. You won't get into medical school. If you do, you won't have the money to pay for it. Not to mention the time—it takes years of study. Then afterwards, how will you get patients? People would never consult a woman doctor. Forget it. It can't be done. There are too many obstacles."</i></p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none"> • it is "Impracticable" (1) • she is told that she will not get into medical school (1) • it is too expensive (1) • it is too time-consuming / "it takes years of study" (1) • she will not be able to get patients even if she does qualify (1) • "People would never consult a woman doctor" (1) • there are too many hurdles for her to overcome (1) 	(1)

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the attempt to demonstrate determination is achieved.</p> <p>References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the opening of the extract sets the scene with the idea of Elizabeth studying a range of different subjects, which helps to demonstrate her determination to have comprehensive and multi-faceted knowledge: 'German, metaphysics, and music' Elizabeth's feelings about her study create the theme of wanting to learn and be challenged, which starts to demonstrate determination: even though these are subjects she loves, she questions why 'they leave her unsatisfied and restless' the theme of 'impossibility' is effectively presented throughout the extract; at the start of the extract, the ideas of medicine being 'an astonishing suggestion' and that 'Women did not study medicine in 1845' create a sense of impossibility in the reader, suggesting strongly to them that, however determined, Elizabeth would not be able to achieve this Elizabeth's sick friend is effectively used to inspire her determination, since the friend's use of language demonstrates very strongly how much better she would have felt with a lady doctor: "'my worst sufferings would have been spared me'" the presentation of Elizabeth's reaction to the idea is very effective at showing her initial determination not to consider this career option, through the use of language such as 'preposterous', 'revulsion' and 'disgust' the writer's focus on the event in Elizabeth's childhood very successfully demonstrates her determination to do something complex and challenging from a young age: 'At the age of six, Elizabeth had told her older sisters that she didn't know what she would be when she grew up, but it would be something hard' the writer's focus on Elizabeth's character traits challenges the reader to believe that, despite her determination, she has qualities that would make it impossible for her to become a doctor. The language use is striking in its contrast to what is needed: 'shy, squeamish, exceedingly proper, repulsed by the physical, and especially by disease' this is very effectively contrasted with the character traits she has that make medicine a perfect career for her; the repetition of 'Given her character' is effective in contrasting the idea of difficulty with determination: 'tough, obstinate, constantly self-challenging, forever testing her own limits' the idea that 'the fact that medicine would be hardest for her recommended it' very dramatically demonstrates Elizabeth's determination in considering the career – the superlative 'hardest' shows how difficult it will be, yet this is what attracts her to it Elizabeth's use of language to those closest to her demonstrates in a subtle way her confidence in her ability, as she does not say 'training to be', or 'thinking about studying', she says 'becoming a doctor', as if it is a fact the responses from those close to her reinforce the negative ideas from the start of the extract that she will not be able to take up a career in medicine; however, this negative language is very effective in increasing Elizabeth's determination to do it: 'Immediately, Elizabeth's interest in the project soared' the writer's use of language and structure is significant in demonstrating the forceful nature of her determination: italics are used to emphasise to the reader the strength of determination, '<i>shall</i>', '<i>Try to stop me</i>'; while the metaphors 'she dug her heels in deeper' and 'time to storm the gates of medical school' are very effective in helping the reader to see her stubbornness and determination the theme of impossibility is repeated in the idea of women being accepted only into "irregular" medical schools, and the negative image of how 'these schools existed on the margins of society'. This makes the reader more impressed at Elizabeth's determination

		<ul style="list-style-type: none"> • the writer's presentation of strong thoughts and feelings, through repetition of strong language within statements, makes the reader acutely aware of the significance of these feelings in boosting her determination: 'Elizabeth refused to be marginalized in this way. She was ready to fight for the opportunity to study the most respected, scientific medicine available. She was determined to go to a mainstream medical college' • the event of Elizabeth moving to the centre of American medicine is very effective at demonstrating her determination to the reader, as she is prepared to move her whole life and take all the money she had "carefully hoarded" • the idea that Elizabeth is studying 'privately', with a sponsor, is subtle in demonstrating that she is determined to make medicine her career, as it shows that, although she is not yet accepted to medical school, she is willing and prepared to study • the ending of the extract is very successful in demonstrating Elizabeth's determination, as the writer is extremely positive in the presentation of how she has progressed and developed: 'truly confronting her fears ... she would be able to plunge into medical school, excelling at it' • the theme of development is effective at the end of the extract in demonstrating progress and determination to move on, as the reader is efficiently presented with what she has learnt: 'She had moved from books to anatomical models, from cadavers to living patients'. <p style="text-align: right;">(15 marks)</p>
Level	Mark	AO4: Evaluate texts critically and support this with appropriate textual reference
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<p>Candidates must draw on BOTH texts to access marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> both people are initially unclear about what they want to do as a career: in Text 1, the writer says 'I don't remember medicine ever being an active career decision' and in Text 2, the writer states her studies 'leave her unsatisfied and restless' both people do not initially think about becoming a doctor: in Text 1 medicine is not 'an active career decision' and in Text 2 the writer describes how 'The thought of becoming a doctor struck Elizabeth as preposterous' both people have someone else inspiring or encouraging them: in Text 1 the writer comments that 'my dad was a doctor', in Text 2 the writer says that Elizabeth's sick friend makes the 'astonishing suggestion' that she should be a doctor both texts show that the people realise there are difficulties in becoming a doctor: in Text 1 the writer says 'medical schools are oversubscribed ten-fold' and in Text 2 the writer explains that medicine 'was an astonishing suggestion. Women did not study medicine in 1845' both people are aware of the academic/study requirements for becoming a doctor: in Text 1, the writer identifies 'straight As at A level' and in Text 2 the writer talks about how 'medicine would be the hardest of all the professions' both people are aware of the expectations others have of those applying to medical schools: in Text 1 'they fixate on extracurricular activities' and in Text 2 'Women did not study medicine in 1845' and Elizabeth is told 'you won't have the money to pay for it' both texts demonstrate that the two people are aware of or have personal qualities people need to be a doctor: in Text 1 the writer identifies a 'huge heart ... compassion and human kindness' and in Text 2 Elizabeth is 'tough, obstinate, constantly self-challenging' both people have to move to do their medical training: in Text 1 it is a short move 'six-mile journey from Dulwich to South Kensington', and in Text 2 'Elizabeth sailed out of Charleston in May, 1847, bound for Philadelphia' both people are aware of the difficulties of their studies: in Text 1 the writer says 'learning every single aspect of the human body's anatomy and physiology ... is a fairly gargantuan undertaking' and in Text 2 Elizabeth is 'confronting her fears and finickiness' both people are positive about their experiences of training: in Text 1, the writer says he feels the 'buzz of knowing I was going to become a doctor one day' and in Text 2 Elizabeth is struck by "'The beauty of the tendons and exquisite arrangements of this part of the body'". <p style="text-align: right;">(6 marks)</p>	
Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited understanding of similarities. Limited synthesis of the two texts. The use of evidence is limited.
Level 2	3–4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<p>Reward responses that compare how each writer presents ideas and perspectives about choosing a career.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both texts focus on when they consider their career: in Text 1 it is 'At sixteen', and in Text 2 it is after a 'sick friend' suggests that Elizabeth would be good at it • both texts show that neither doctor knew what they wanted to be when they were younger: in Text 1 the writer says 'I don't remember medicine ever being an active career decision' and in Text 2 'At the age of six, Elizabeth had told her older sisters that she didn't know what she would be when she grew up' • both texts show people not actively considering medicine as a career initially, although in Text 1 the writer is less negative about the idea ('I don't remember medicine ever being an active career decision') than Elizabeth in Text 2: 'Her reaction to her friend's idea was revulsion' • both texts suggest that career choices can be driven by academic ability, although in Text 1 it comes from the writer's school: 'I went to the kind of school that's essentially a sausage factory designed to churn out medics ...' and in Text 2 Elizabeth wants to feel challenged and her friend suggests it as she is 'fond of study' • in Text 1 it is suggested that the reason to choose a career can be lack of imagination, "My mum/dad's a doctor", or over-ambitious, "I want to cure cancer", whereas in Text 2 Elizabeth is more determined to become a doctor as she is told she cannot do it: 'the fact that medicine would be hardest for her recommended it' • in Text 1 the writer presents his move into studying medicine as possibly inevitable: 'It was written on the walls', whereas Text 2 presents it as much more challenging: 'Women did not study medicine in 1845' • both texts present the basic requirements for the chosen study towards their career, although in Text 1 it is academic ability: 'all applicants are on course for straight As at A level' and in Text 2 it is gender: 'Women did not study medicine in 1845' • both texts show that it is difficult to get into medical school in order to enter this career, although for the trainees this is for different reasons: in Text 1 the writer says 'medical schools are oversubscribed ten-fold' and in Text 2 it is because of reasons of finance, time and gender: "'You won't get into medical school. If you do, you won't have the money to pay for it ... it takes years of study ... People would never consult a woman doctor'" • in Text 1 it is implied that the writer's family support him in his chosen career, as he says 'my dad was a doctor', whereas Elizabeth faces a lack of support in her career choice: "'You won't get into medical school ... Forget it. It can't be done'" • both texts show that a career in medicine requires more than just academic ability, it takes psychological strength. In Text 1 the writer says 'a doctor must be psychologically fit' and in Text 2 the writer suggests Elizabeth's character will be an advantage, as she is 'tough, obstinate, constantly self-challenging, forever testing her own limits' • both doctors explore the extracurricular activities they do, which helps demonstrate that having broad skills is useful in a career choice: in Text 1 the writer talks about 'my distinctions in grade eight piano and saxophone, alongside some theatre reviews for the school magazine' and in Text 2 Elizabeth had been 'studying German, metaphysics, and music' and she is told 'You have health and leisure'

- both texts show that medicine as a career choice is physical and that there is no room **for those who are squeamish: in Text 1 the writer says 'They don't even check you're OK with the sight of blood' and in Text 2 Elizabeth is unsure about medicine as "dwelling on the physical structure of the body and its various ailments filled me with disgust"**
- in Text 2 Elizabeth has many obstacles to overcome, not least that she is 'squeamish, exceedingly proper, repulsed by the physical, and especially by disease', whereas in Text 1 the writer presents his route into the career as fairly easy and does not mention any such difficulties
- in Text 1 the writer appears to find choosing somewhere to study towards his career quite straightforward: **'qualified me perfectly for life on the wards'**; whereas Elizabeth finds **more challenges in being accepted: 'She was ready to fight for the opportunity to study the most respected, scientific medicine available'**
- both texts demonstrate people having to move to study for their chosen career, **although in Text 1 this is presented in a humorous way, as he says 'I packed my bags and embarked upon the treacherous six-mile journey from Dulwich to South Kensington', and in Text 2 the journey is presented as much longer, as Elizabeth has to leave 'Charleston in May, 1847, bound for Philadelphia, the center of American medicine at the time'**
- both texts touch on elements that are studied towards the career, although in Text 1 **it is presented as very broad, 'learning every single aspect of the human body's anatomy and physiology, plus each possible way it can malfunction, is a fairly gargantuan undertaking', and in Text 2 Elizabeth starts much smaller, having 'lessons with the human wrist'**
- both trainees are excited by the possibility of moving into their chosen careers: in Text 1 the writer talks about 'the buzz of knowing I was going to become a doctor one day', **and in Text 2 the writer says 'New knowledge gave her a new angle of vision ... she would be able to plunge into medical school, excelling at it, when finally they let her'"**
- Text 1 shows the progression from choosing a career, to training, to actually doing the job, whereas Text 2 shows progression only from deciding on medicine as a career to the initial stages of training, and Elizabeth is not yet accepted into medical school
- Text 1 ends with the writer feeling that the training he had done was not helpful in **the actual career, 'it came as quite the blow to discover that I'd spent a quarter of my life at medical school and it hadn't remotely prepared me', whereas Text 2 ends with Elizabeth 'becoming ready to become a doctor'.**

(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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</p>
Level 3	6–8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>Purpose: to write a section for a guide to inform or advise.</p> <p>Audience: the writing is for an audience of young people. The focus is on communicating ideas about choosing a career. This can involve a range of approaches.</p> <p>Form: the response should be set out as a section for a guide using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • offer examples of important things to consider when choosing a career, for example skills, aptitude, personality, personal values, interests, future development/promotion, pay and conditions • explain how school, college, family and/or friends can help, for example by offering structured advice and guidance and talks from professionals in a career or by offering informal advice through giving real-life experience of careers and helping to see advantages and disadvantages of careers • describe how online support and/or resources can help, for example accessing careers websites for more information, trying self-assessment tools to review skills, listening to podcasts to gain insights, finding job descriptions and person specifications online to research skills needed. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p>

Question Number	Indicative content
*9	<p>Purpose: to write an article for a magazine to inform or advise.</p> <p>Audience: the writing is for a general readership. The focus is on communicating ideas about ambitions and goals for the future. This can involve a range of approaches.</p> <p>Form: 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>Responses may:</p> <ul style="list-style-type: none"> • explain what ambitions the writer has for the future, for example to achieve academic success, to become influential on social media, to achieve health and fitness goals, to achieve in the arts, to be personally happy and fulfilled, to have a large family • suggest what the writer's goals are to help them meet their ambitions, for example to go on to further education, higher education or training, to move into a specific career, to travel (generally or specifically), to learn a new skill • offer ideas about how the goals will help the writer achieve their ambitions, for example breaking the ambition down and focussing on the detail, helping to eliminate things that are not helpful, helping to manage time. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p>

Writing assessment grids for Question 8 and Question 9

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

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	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> Limited ability to write for clarity, purpose and effect. Uses basic vocabulary, often misspelled Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	5–7	<ul style="list-style-type: none"> Some ability to write for clarity, purpose and effect. 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	8–10	<ul style="list-style-type: none"> Sound ability to write for clarity, purpose and effect. 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	11–13	<ul style="list-style-type: none"> Secure ability to write for clarity, purpose and effect. 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	14–16	<ul style="list-style-type: none"> Sophisticated ability to write for clarity, purpose and effect. 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.

