Pearson Edexcel

Mark Scheme (Results)

November 2021

Pearson Edexcel Level 1/ Level 2

GCSE in English Language (1EN0)

Paper 2: Non-Fiction and Transactional Writing

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Marking guidance – specific

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

Paper 2 Mark Scheme

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

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

Section A: Reading

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	Accept any **two** of the following answers, based on lines 1-4: • (altogether) curious (1) • (it is) the thing you have feared (all your life) (1) • (the thing) you knew would happen to you sooner or later (1) • (so utterly) different (1) • (You thought it would be) quite simple (1) • (extraordinarily) complicated (1)	**(2)**

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on lines 8-16. **Quotations and candidate's own words are acceptable.** For example: • tell the truth (1) • 'You stop sending clothes to the laundry' (1) • you cut down the amount you are smoking (1) • 'There are letters you want to answer, and cannot' (1) • buy stamps because they are expensive (1) • eat anything other than bread and margarine or drink wine (1) • buy 'household bread' (1)	**(2)**

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

Question Number	Indicative content
3	Reward responses that analyse how the writer uses language and structure to interest and engage the reader. Responses may include the following points about the **language** of the text: • the writer uses language to express fear and danger, showing his feelings about poverty: 'you have feared all your life', 'such fearful results', 'extreme precariousness', 'Mean disasters happen' • adverbs are used to create a feeling of extremes associated with poverty: 'utterly', 'extraordinarily', 'hardly' • adjectives are also used to show extremes associated with poverty: 'sudden', 'worst', 'fearful', 'extreme' • the writer uses language of crime to connect the idea of poverty being something that causes normal rules to be broken: 'the laundry worker catches you', 'the nature of the food is governed by lies', 'smuggled in your pockets', 'rob you of food' • metaphor is used to emphasise the trap of poverty: 'it tangles you in a net of lies' • personification is used to relate negative experiences of poverty to the reader, creating a shared understanding: 'Mean disasters happen and rob you of food', 'there is food insulting you in huge, wasteful piles' • negative language is used to emphasise the impact of poverty: 'you dare not', 'your enemy for life', 'There is nothing for it' • language associated with limitation demonstrates a change of lifestyle: 'reduced', 'You stop', 'you have cut down', 'correspondingly short of', 'you run out of' • the writer uses formal, literary language to create a sense of narrative: 'altogether curious', 'it is all so utterly different', 'You discover the extreme precariousness'; this contrasts with some informal, colloquial language which has the effect of personalising the narrative: 'though dearer', 'Your hair wants cutting', 'it falls plop! straight into the milk' (onomatopoeia) • the description of the food in shop windows shows excess and the idea of indulgence, contrasting with the poverty experienced: 'whole dead pigs', 'great yellow blocks of butter', 'mountains of potatoes, vast cheeses like grindstones' • the writer's use of alliteration at the end of the extract emphasises his strong feelings about the situation: 'A snivelling self-pity comes over you at the sight of so much food' • the use of the present tense throughout the extract shows the immediacy and impact of the writer's situation, the idea that this could be happening at any time. Responses may include the following points about the **structure** of the text: • the extract opens with the writer describing this as a 'first contact with poverty', creating a feeling of a new experience • the writer uses semicolons to demonstrate the contrast between ideas: poverty is feared and expected but 'so utterly different', it was thought to be simple but is 'extraordinarily complicated' • the use of conjunctions ('But', 'While') and a preposition ('With') (or non-standard grammar) to begin sentences creates a sense of being different to the norm, creating interest and emphasis

		• repetition of 'lies' throughout the extract creates emphasis on the secrecy associated with experiencing poverty • the repetition of 'have to' demonstrates the forced impact of poverty • lists are used to show the impact of poverty on behaviour and actions, 'You stop…you have cut down…There are letters you want to answer, and cannot…you have to spend money on a drink'; lists are also used to show the excess of food that contrasts with a lack of food: 'whole dead pigs, baskets of hot loaves, great yellow blocks of butter, strings of sausages, mountains of potatoes, vast cheeses like grindstones' • the writer uses contrasting sentence length, using long sentences to layer description for the reader and short sentences for impact: 'All day you are telling lies, and expensive lies', 'You discover what it is like to be hungry'. **(15 marks)**

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

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
4	Accept any reasonable answer based on lines 7-10. **Quotations and candidate's own words are acceptable.** For example: • it was short term only • 'a housing association flat' • it was on the ground floor because her father had a disability • it was regularly flooded with sewage • 'we had damp and mould'/ damp / mould(y)	**(1)**

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
5	Accept any reasonable answer based on lines 16-19. **Quotations and candidate's own words are acceptable.** For example: • facilities are limited / 'no laundry / 'no Wi-Fi' / 'no fridge' • they were always being moved on • 'exhausting' • it costs a lot • it is 'so hard to focus on your job'	**(1)**

Question Number	Indicative content
6	Reward responses that evaluate how successfully the writer shows the impact of homelessness.
	References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.
	Responses may include:
	• the opening line has impact as the writer creates a personal voice, using 'I', connected with the bleak focus on 'homeless' and the shock for the reader as they learn she was homeless as a child: 'growing up'
	• some personal experience and first-person narrative contrast with some third-person accounts of homelessness. This successfully means the focal point is the experience of an individual and her family, then other individuals, creating a sense of a growing problem and people with whom the reader can empathise
	• the negative impact of homelessness is relentlessly pursued by the writer through the detail she provides: 'very chaotic', 'used to flood with raw sewage', 'we had damp and mould', 'we were flooded four times in five weeks', 'so hard', 'stages of depression', 'mental toll'
	• the writer effectively creates a tone of helplessness and lack of control, which shows how homelessness means people cannot function independently: 'put into emergency accommodation', 'placed in a housing association flat', 'given a ground floor flat', 'we were evicted', 'placed in a series of hotels'
	• the writer gives an effective, subtle suggestion in the opening that not enough is done to prevent homelessness or help people: 'The housing association didn't fix it', 'before being moved on'; this is contrasted with her strength of conviction that 'working is sold as the route out of homelessness…should be a guarantee that you are not at risk of becoming homeless' - this effectively creates fear in the reader that homelessness can happen to anyone
	• the reader feels concern about the impact of homelessness as the writer uses factual comments about homeless people's lives contrasted with the impact on health and wellbeing: 'We moved into temporary accommodation for a couple of years', 'He is now at the night shelter', contrasted with 'I had been so fearful about', 'exhausting and expensive…so hard to focus on your job', 'you can't get proper rest…people go through stages of depression'
	• the writer demonstrates the normality of the lives of homeless people to show that despite the negative impact of it they are typical people: 'trying to do my homework on the bed because there wasn't space for a table', 'he got a job but was still sleeping rough because saving for a deposit is so hard', 'another woman who works in teaching'; there is a subtle suggestion that even people with high levels of intelligence and qualifications can become homeless: 'I was working and my sister had graduated and got a job'
	• the homeless people described are nameless, successfully suggesting that the experience can impact on anyone: 'One of the men', 'We met another woman'
	• the accounts of the people working while homeless successfully encourages the reader to feel empathy with them and the idea of secrecy creates a sense that any of the people they know could be living in temporary accommodation
	• the specific reference to statistics shows that the personal views given are supported by evidence and leaves the reader with a very clear idea of the extent of the impact of homelessness: 'more than 33,000 families are holding down a job', 'This has increased by 73 per cent since 2013 when it was 19,000 families'
	• some readers may see the writer's focus on personal experiences as limiting because she focuses more on these than on the wider impact of homelessness, while others may see this as creating more impact.
	(15 marks)

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

Question Number	Indicative content
7(a)	**Candidates must draw on BOTH texts to access marks.** Responses may include: • both texts explore the sense of fear and danger linked with poverty and homelessness: in Text 1 'it is the thing you have feared all your life', 'extreme precariousness' and in Text 2 'I had been so fearful about', 'Lots of people are very vulnerable', 'it can happen terrifyingly easily' • both texts show people's experiences of trying to engage in everyday life: in Text 1 the writer talks about washing clothes, smoking, having a haircut, while Text 2 talks about 'trying to do my homework' and trying 'to focus on your job' • both texts consider solitary experiences: in Text 1 only one person is mentioned, and in Text 2 the writer comments on the man at the night shelter alone, and the woman whose marriage ended and is now alone • both explore the complexity of poverty and homelessness: Text 1 says 'it is extraordinarily complicated' and Text 2 says 'It was very chaotic' • both comment on the need for lies and secrecy: the writer in Text 1 says 'From the start it tangles you in a net of lies', 'All day you are telling lies, and expensive lies' and Text 2 says 'But the mental toll of keeping up that pretence is huge' • both comment on things that can go wrong when people live in poverty or are homeless: in Text 1 the writer tells of what happens when 'you try to cut it yourself' and when 'There is nothing for it but to throw the milk away and go foodless', and in Text 2 the writer's father 'was disabled, lost his business and we ended up losing our home', the man in the night shelter 'was behind on his rent because of the insecurity of the hours' and the woman 'lost her home after her marriage ended' • both experiences show things that people do to hide their situations: in Text 1 'you have to spend money on a drink, and go correspondingly short of food', 'Your hair wants cutting, and you try to cut it yourself', and in Text 2 'She would…get up, get dressed in her car, and put her make up on to make it look like she'd had a lovely night's sleep' • in both texts the writers explore feelings of shame and sadness experienced because of the situations: Text 1 tells what is done 'to keep up appearances', feeling that shop windows with food are 'insulting' and 'snivelling self-pity', and Text 2 says how 'It is exhausting', 'people go through stages of depression' and 'A lot of people hide it out of fear or shame'. **(6 marks)**

Question Number	Indicative content

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

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

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

Question Number	Indicative content
7(b)	Reward responses that compare how each writer presents ideas and perspectives about experiencing difficulties. Responses may include: • both accounts are personal, although Text 1 appears less personal through the use of a second-person voice, and Text 2 clearly starts out to put the writer at the heart of the extract: 'I was homeless growing up' • both texts present experiences that could happen to anyone, regardless of background, education or work: in Text 1 the writer suggests that the person experiencing them is 'you', while in Text 2 there are specific accounts that show the experience of educated and working people • both texts use language to show danger and difficulty in the experiences, both financial and personal: in Text 1 the writer refers to poverty being 'the thing you have feared all your life' and the 'extreme precariousness of your six francs a day', and in Text 2 the writer says 'Becoming homeless again was something I had been so fearful about', how people are 'very vulnerable' and 'how it can happen terrifyingly easily' • both texts present how the difficult situations are managed through lies and deceit: in Text 1 the writer says 'you have got to pretend that you are living quite as usual' and tells what to do 'to keep up appearances'; in Text 2 the people at the night shelter hide difficulties: 'No one at his workplace is aware of his living conditions' and the woman would '…put her make up on to make it look like she'd had a lovely night's sleep' • both suggest difficulties cause physical and emotional consequences, showing broad impact on people: in Text 1 'Your linen gets filthy, and you run out of soap and razor-blades', and 'A snivelling self-pity comes over you', and in Text 2 'we had damp and mould', 'no laundry, no Wi-Fi, no fridge', 'stages of depression', 'mental toll' • Text 1 offers no reasons for difficulties being faced, whereas Text 2 gives reasons for all of the situations the people are in: 'My dad was disabled, lost his business and we ended up losing our home', 'was behind on his rent because of the insecurity of the hours, and ended up on the street' and 'She lost her home after her marriage ended' • Text 1 is about financial poverty: 'the extreme precariousness of your six francs a day', while Text 2 explores housing poverty specifically where it is suggested that finance is not an issue: 'I was working and my sister had graduated and got a job', 'working is sold as the route out of homelessness' and the people at the night shelter are employed • Text 1 uses narrative techniques to show the difficulties being experienced, creating impact through the use of descriptive language ('Everywhere there is food insulting you in huge, wasteful piles') while Text 2 is more factual and almost detached in its description: 'We were passed…', 'We moved into temporary accommodation' • Text 1 focuses on the immediate situation and the difficulties faced, whereas Text 2 explores the wider impact of the difficulties, giving a broader perspective: 'the phenomenon of working people who are homeless', 'more and more of the people staying, around 30-40 per cent, are in work', 'more than 33,000 families are holding down a job despite having nowhere stable to live'

	• the writers' approaches to difficulties are different: Text 1 is more of a narrative ('and she, thinking you are sending the clothes elsewhere, is your enemy for life'), whereas Text 2 is more of a report: 'I set out to investigate', 'Exclusive analysis shows'. **(14 marks)**	

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

Section B: Transactional Writing

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

Question Number	Indicative content
*8	**Purpose:** to write the text for a speech to advise and/or inform.
	Audience: the writing is for the candidate's peers. The focus is on communicating ideas about volunteering with a charity. This may involve a range of approaches.
	Form: the response should be set out as a speech using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.
	Responses may:
	• give information about ways people can volunteer, for example fundraising, sponsored events, giving up time to help in a charity shelter/shop/kitchen, visiting people, doing activities with people
	• explain what kinds of charities and people they can help, for example homeless people, international or environmental charities, children, older people, animals, people with disabilities
	• offer comments on reasons why it is important to volunteer, for example to help people who are in need of help and support, to help the local community, to give people a sense of shared understanding and support, to benefit the volunteer by broadening their awareness and understanding or to help in future work.
	(40 marks)
	(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)

Question Number	Indicative content
*9	**Purpose:** to write an article for a newspaper to inform or advise. **Audience:** newspaper readers. Candidates can choose which newspaper they are writing for. The focus is on communicating ideas about how to celebrate good things in life. This may involve a range of approaches. **Form:** the response should be set out as an article using organisational features. Some candidates may use stylistic conventions of an article such as subheadings or occasional use of bullet points. Candidates do not have to include features of layout like columns or pictures. There should be clear organisation and structure with an introduction, development of points and a conclusion. **Responses may:** • give information about what writers feel are the good things in their life, for example family, home, safety, friendship, access to facilities, cleanliness, education, work • explain why these things are important, emotionally and physically, such as feelings of safety and security, the happiness they bring, the opportunities they give, being free from illness, being safe, being healthy • offer ways that writers show appreciation for the good things they have, for example sharing them with those who may not have them, focusing on what people do have rather than what they do not, talking about the appreciation of them. **(40 marks)** **(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)**

Writing assessment grids for Question 8 and Question 9

AO5:
- **Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences**
- **Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts**

Level	Mark	The candidate:
	0	• provides no rewardable material
Level 1	1–4	• offers a basic response, with audience and/or purpose not fully established • expresses information and ideas, with limited use of structural and grammatical features
Level 2	5–9	• shows an awareness of audience and purpose, with straightforward use of tone, style and register • expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10–14	• selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register • develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15–19	• organises material for particular effect, with effective use of tone, style and register • manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20–24	• shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register • manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate:
	0	• provides no rewardable material
Level 1	1-3	• uses basic vocabulary, often misspelled • uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4-6	• writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants • uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7-9	• uses a varied vocabulary and spells words containing irregular patterns correctly • uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10-12	• uses a wide, selective vocabulary with only occasional spelling errors • positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13-16	• uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning • punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.