

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time 1 hour 55 minutes

Paper
reference

1EN2/01

English Language 2.0

PAPER 1: Non-Fiction Texts

You must have:

Source Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour 10 minutes on Section A.
- You should spend about 45 minutes on Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–3.

Write your answers in the spaces provided.

1 Identify **four** points the writer makes about the school.

1

2

3

4

(Total for Question 1 = 4 marks)

2 In lines 2–10, the writer is trying to describe how horrible the Ragged School is.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

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(Total for Question 2 = 6 marks)



3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

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(Total for Question 3 = 8 marks)



Read Text 2 in the Source Booklet provided and answer Questions 4–6.

Write your answers in the spaces provided.

4 (a) From lines 1–8, identify **two** things the writer says about the school.

(2)

1

2

(b) Read this extract.

The walls were all hung with large maps, diagrams, scripture prints, lesson boards, etc. Sitting on forms and at desks were scores and scores of children, some decently and respectably clothed, but the majority of them, I am sorry to say, were in a state which is a short remove from total nakedness—no shoes, no stockings, etc., and what little clothing they had seemed nothing but a mass of shreds and patches, filling the mind of the spectator with wonder how they could possibly hold together on their bodies.

From the extract, identify **two** ways the writer shows how poor the children are.

(2)

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2

(Total for Question 4 = 4 marks)

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5 Read this extract.

I cannot proceed with this account of my visit to the George-yard Ragged School and Church, without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works.

“In fact, sir,” said he, “we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain.”

In the extract the writer tries to show that the superintendent is a caring teacher.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

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(Total for Question 5 = 6 marks)



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6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Ragged School benefits all poor children.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

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(Total for Question 6 = 12 marks)

TOTAL FOR SECTION A = 40 MARKS



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SECTION B

Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

*7 Write a blog with the title 'Does school prepare us for life?'

A student has started a response to this task.

Some people say that they did not learn anything useful at school, such as how to manage money, cook and look after themselves. Other people point out all the fascinating facts and ideas that they learned at school. So what should be taught at school and why? Here's what I think.

Continue this blog using your own ideas.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 40 marks)

OR

*8 Write an article for a local careers website with the title 'The choice is yours: advice about courses and training for people after the age of 16.'

You should include:

- the educational and training opportunities available
- how your interests and abilities might influence your choice
- how your choices might affect future outcomes and career opportunities.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

BEGIN YOUR ANSWER ON PAGE 13

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

Write your answer to Section B here:

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TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 80 MARKS



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time 1 hour 55 minutes

Paper
reference

1EN2/01

English Language 2.0

PAPER 1: Non-Fiction Texts

Source Booklet

Do not return this Booklet with the question paper.

Advice

- Read the texts before answering the questions in Section A of the Question Paper.

Turn over ►

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SECTION A

Reading

Read Text 1 below and then answer Questions 1–3 on the Question Paper.

This extract is adapted from a letter written in 1843 by the novelist Charles Dickens to a female friend who was well-known for making charitable donations. It is about a visit he made to a Ragged School¹.

The Ragged School



On Thursday night, I went to the Ragged School; and an awful sight it is.

The school is held in three most wretched rooms on the first floor of a rotten house: every plank, and timber, and brick, and lath², and piece of plaster shakes as you walk. One room is devoted to the girls: two to the boys. The former are much the better-looking—I cannot say better dressed, for there is no such thing as dress among the seventy pupils; certainly not the elements of a whole suit of clothes, among them all. I have very seldom seen, in all the strange and dreadful things I have seen in London and elsewhere anything so shocking as the dire neglect of soul and body exhibited in these children. The teachers are extremely quiet, honest, good men. You may suppose they are, to be there at all. They try to reach the boys by kindness.

5

10

Hardly any of the boys can read yet. For the teachers think it most important to impress them at first with some distinction between right and wrong, and I quite agree with them. The school is miserably poor, you may believe, and is almost entirely supported by the teachers themselves.

Glossary

¹ *Ragged School* — a charitable organisation dedicated to the free education of extremely poor children in 19th-century Britain.

² *lath* — thin strips of wood used as a building material

Read Text 2 below and answer Questions 4–6 on the Question Paper.

In this extract adapted from a newspaper article written in 1859, the writer describes a Ragged School in Whitechapel in the East End of London.

A Visit to a Ragged School in Whitechapel

A few days ago, while walking along Whitechapel, as I passed by the end of a court or yard, the sound of a number of children’s voices engaged in singing a hymn arrested my attention. Delighted with such a sound as this, proceeding from such a place, I determined to find from whence it proceeded. Upon going up the yard I soon found a large school, and asking a poor woman who was standing by what school it was, she replied, evidently astonished at my state of ignorance, “Why, don’t you know? It’s the George-yard Ragged School.” After thanking her, the singing having ended, I went in and found myself in a large, lofty¹, well-lighted and ventilated room. 5

The walls were all hung with large maps, diagrams, scripture prints, lesson boards, etc. Sitting on forms and at desks were scores and scores of children, some decently and respectably clothed, but the majority of them, I am sorry to say, were in a state which is a short remove from total nakedness—no shoes, no stockings, etc., and what little clothing they had seemed nothing but a mass of shreds and patches, filling the mind of the spectator with wonder how they could possibly hold together on their bodies. 10

The superintendent² was engaged with his back towards me when I entered, and did not see me taking my survey, but soon a low cry of “teacher, teacher,” drew his attention to myself standing just inside the door. He immediately came forward; and upon telling him what had drawn me in, he welcomed me in a most cordial manner, and invited me to see the children go through some of their exercises. I cannot go into detail out of respect for your space, but I was astonished at the amount of proficiency exhibited by the children—some of them mere infants. Maps, history, music, arithmetic (mental and otherwise), reading, writing, spelling, etc. 15 20

I cannot proceed with this account of my visit to the George-yard Ragged School and Church without expressing my warm admiration of the superintendent. The love he shows to the unfortunate children committed to his care is great; and they appear to love him equally. In fact, in the course of our conversation, he told me that in love for the children consisted his strength, and the means whereby he works. 25

“In fact, sir,” said he, “we take a boy, wild and entirely uncultivated as it were, from the gutters; now, that boy will not bear the restraint of the school, unless we speedily teach him that we love him, take an affectionate interest in his welfare, and that it is for his own benefit to remain. 30

“The last boy that left me,” continued he, “I am glad to say, has got an excellent situation in a very large office, at seven shillings per week; and I have just received, with very great pleasure, the highest account of him. This, alone, sir,” said he, “is a great reward for all our care”. 35

Glossary

¹ *lofty* – high ceilinged/tall

² *superintendent* – teacher/manager

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Source information

Total text word count: 707 words

Text 1: extract taken from 'The Selected Letters of Charles Dickens' ed Jenny Hartley, Oxford University Press

Image: Heritage Image Partnership Ltd / Alamy Stock Photo

Text 2: extract taken from <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000442/18590702/004/0002>