Mark Scheme (Results)

November 2022

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

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V1.2

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- When a candidate writes more points than required by the questions, the examiner will mark in order of appearance up to the number of points required by the question.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit, according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Marking guidance for levels-based mark schemes

How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark level.

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels-based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

● if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level

● if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level

● the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced an answer that displays characteristics from more than one level, examiners must use their professional judgement to decide if they have covered enough of the higher-level descriptors to be awarded marks at the bottom of the mark range in that higher level. If that is not the case, then the higher mark in the lower level can be awarded.

Paper 1 Mark scheme

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

Qu. No	Question focus	Question Total	Assessment objectives					
			AO1	AO2	AO3	AO4	AO5	AO6
1	Identify information/ideas	4	4					
2	Evaluation of text purpose	6				6		
3	Analysis of language	8		8				
4(a)	Identify information/ideas	2	2					
4(b)	Interpret information/ideas	2	2					
5	Evaluation of text conclusion	6				6		
6	Evaluation of whole text	12				12		
7–8*	Transactional writing task	40					24	16
Total for paper 1		**80**	**8**	**8**	**0**	**18**	**24**	**16**

optional choice

Paper 1 − Mark Scheme

The use of slashes is to show alternative responses and the use of brackets is to show possible, but not required or expected, student responses.

Section A: Reading

Question number	Answer	Mark
1	**AO1** (identify explicit information and ideas)	**(4)**
	Accept any reasonable points, up to a maximum of 4 marks.	
	Quotations and own words are acceptable.	
	Candidates may identify the following points:	
	• he visited the ragged school/it is a ragged school (1) • it is an awful sight (1) • there are three/most wretched rooms (1) • it is on the first floor (1) • it is in a rotten house (1) • it is made of timber, and brick, and lath (1) • it shakes as you walk (1) • there are seventy pupils (1) • there is one room for girls (1) • there are two rooms for boys (1) • hardly any of the boys can read (1) • it is miserably poor (1) • the teachers are men (1) • the teachers are quiet/honest/good (1) • the teachers are kind (1) • it is supported by the teachers (1) Do not credit any references to the image.	

Question number	Answer
2	**AO4 (6 marks)** **Candidates must give three reasons supported by evidence to access Level 3.** Do not credit: • any reason/evidence that is not in lines 2–10 • any reference to the writer's techniques that does not make a judgement on the success of the text • any references to the image. **Responses may include:** • the text begins with an unpleasant description, 'three most wretched rooms', which successfully interests the reader to carry on reading to find out if the school is as bad as the initial description • the writer continues the unpleasant description: 'a rotten house'. This would interest readers who would wonder how a school could exist in such circumstances. It also emphasises how dangerous the building could be • the writer effectively captures how derelict the school building is by saying 'shakes as you walk'. This would reinforce to the reader how difficult it would be to teach or learn in such circumstances • the description of the clothing of the pupils is successful in describing how impoverished they are: 'there is no such thing as dress'. This would help the reader to imagine how awful the situation in the school is • the writer successfully shows how bad the conditions are: 'I have very seldom seen… anything so shocking'. Using his personal assessment enables the reader to really understand how unpleasant the school environment is • the writer is effective in conveying the bad conditions when he compares them to other places: 'in all the strange and dreadful things I have seen in London and elsewhere'. This shows the reader that he has experience and so his judgements on the school seem believable • it identifies the teachers as pleasant/helpful, 'extremely quiet, honest, good men', which suggests to the reader that there are some positive aspects of the school, so the writer is not entirely successful in showing how horrible the school is • the writer makes the description of the school sound so awful by using words such as: 'wretched', 'dreadful', 'shocking', that it is difficult for the reader to believe that an educational establishment could be so unpleasant • the children are getting an education and being taught by caring teachers: 'They try to reach the boys by kindness', which does not show the school as horrible. Accept any other reasonable responses. N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.

Question 2

Level	Mark	AO4 descriptor **Evaluate texts critically and support this with appropriate textual references**
	0	• No rewardable material.
Level 1	1–2	• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Limited evaluative assertions offered, with little or no personal and critical judgement about the text. • The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	• Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text • Clear evaluative opinion offered with clear personal and critical judgements about the text. • The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Developed critical evaluation offered with convincing personal judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Question number	Indicative content
3	**AO2 (8 marks)** Reward responses that explain how the writer uses language to interest and inform the reader. Use of relevant subject terminology is rewardable when it is used to support points. **Responses may include the following points about the language of the text:** • the use of the negative adjective 'awful' in the first sentence helps to prepare the reader for the unpleasant descriptions that follow. It also shows how shocked Dickens is by what he sees • the descriptive adjective 'wretched', which is qualified by the superlative 'most', emphasises for the reader how harsh the environment of the school is. The adjective 'wretched' has connotations of poor quality and harsh poverty-stricken conditions • this is further emphasised by the adjective 'rotten'. This would interest and engage the reader to wonder how the building continues to stand, let alone operate as a school • the writer's use of polysyndeton, 'every plank, and timber, and brick, and lath, and piece of plaster', interests the reader as it encompasses all the structures of the building. This reinforces how dangerous the building is • the use of the verb 'shakes' would engage the reader as they can imagine how unstable the floor feels • the use of the comparative 'better' helps the reader to visualise the pupils. The description of the female pupils as 'better-looking' suggests to the reader that the girls may take more care with their appearance; however, the writer undermines this by saying 'cannot say better dressed', which suggests how the girls and boys are similarly poorly attired • the use of negatives, for example 'no such thing as dress' and 'not the elements of a whole suit of clothes', highlights how untidy their clothes are. This suggests to the reader that the pupils are uncared for • the adverbs 'very seldom' show how unusual the things Dickens has seen are; they imply that they have had an impact on him. This is further shown by the use of the adjectives 'strange and dreadful', which convey that the writer has seen some awful things and add a sense of authenticity to his account • the alliteration of 'so shocking' emphasises how horrified Dickens is by what he sees • the use of 'dire neglect of soul and body' interests the reader as the noun 'neglect' suggests an uncaring attitude. This is accentuated by the adjective 'dire', which conveys how bad the conditions are • the reader would be engaged by the description of the teachers as 'extremely quiet, honest, good men', which provides a contrast to the description of the school buildings. The adjectives 'quiet, honest, good' are all positive qualities and the use of the tricolon highlights this. This positivity is reinforced by the noun 'kindness', which suggests how caring the teachers are • the reader would be interested in the description of the education: 'most important to impress them at first with some distinction between right and wrong'. The use of the verb 'impress' might suggest to readers how essential this aspect of moral education is

		• the concluding description of the school as 'miserably poor' could be seen by readers as an appeal to the recipient of the letter and the use of 'you may believe' directly addresses her. The readers would be interested to find out if she donated any money to the school. Accept any other reasonable responses.

Question 3

Level	Mark	AO2 descriptor **Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology**
	0	No rewardable material.
Level 1	1–2	• Comment on the text and on the language used to achieve effects and influence readers. • The use of references is valid, but not developed. • Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	• Explanation of the text and how language is used to achieve effects and influence readers. • The selection of references is generally appropriate and relevant to the points being made. • Some use of relevant subject terminology used to support explanation.
Level 3	5–6	• Exploration of the text and how language is used to achieve effects and influence readers. • The selection of references is detailed, appropriate and fully supports the points being made. • Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	• Analysis of how language is used to achieve effects and influence readers. • The selection of references is discriminating and clarifies the points being made. • Precise use of a range of relevant subject terminology to support analysis.

Question number	Answer	Mark
4(a)	**AO1** (identify explicit information and ideas) Accept any reasonable things about the school from lines 1–8 only, up to a maximum of 2 marks. Quotations and own words are acceptable. Candidates may identify the following things: • it was in Whitechapel (1) • it was in a yard (1) • he could hear children's voices singing a hymn (1) • the sound was delightful (1) • it was a large school (1) • the schoolroom was large/lofty/high ceilinged (1) • the schoolroom was well-lighted (1) • the schoolroom was ventilated (1)	**(2)**

Question number	Answer	Mark
4(b)	**AO1** (interpret implicit information and ideas) Accept any reasonable ways **implied** by the text, up to a maximum of 2 marks. Candidates may identify the following ways: • there were many children who were not properly dressed (1) • they were poorly clothed (1) • they had no footwear (1) • their clothes barely covered their bodies (1) • they did not have many clothes (1) • most of what they were wearing consisted of rags (1) Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.	**(2)**

Question number	Answer
5	**AO4 (6 marks)** Reward responses that evaluate how successfully the writer shows that the superintendent is a caring teacher. Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract. **Candidates must give three reasons supported by evidence to access Level 3.** **Responses may include:** • the extract is successful in showing respect for the superintendent, 'my warm admiration', which suggests to the reader that the writer has had a good experience at the school • the extract is successful as it shows the devotion of the superintendent to the children, 'love he shows', 'love for the children', which would suggest to the readers that there is a caring and loving environment which might be a contrast to their home life • the extract shows the positive relationship the superintendent has with the children, 'they appear to love him equally', which shows readers that the children benefit from his teaching • the extract shows the superintendent as a caring teacher as working with the children gives him the energy and motivation to work in such difficult circumstances: 'consisted his strength, and the means whereby he works'. This is effective as it shows his dedication • the extract effectively shows that the superintendent knows/understands the difficulties involved in educating the children: 'will not bear the restraint of the school' but knows how to overcome them, 'speedily teach him that we love him'. This shows him to be caring because he uses kindness to overcome difficult pupils: 'we love him' • the extract is successful as it shows that there is no pressure put on the pupils, 'it is for his own benefit to remain', which would suggest the caring environment the superintendent has created • the extract as a whole creates an atmosphere of love and caring by the use of positive words: 'love', which is repeated, 'care', 'affectionate'. This emphasises how the superintendent is a good teacher who has created a nurturing environment in his lessons • the extract is unsuccessful as it could be seen as suggesting that all the superintendent cares about is his relationship with the children and there are no examples of lessons or subjects taught. This might show that he does not care about what they learn • the extract mentions 'the restraint of the school', which might suggest that the superintendent is a disciplinarian or that what the school offers may not appeal to all children • he describes the children unfavourably as 'wild and entirely uncultivated', which some readers may find offensive and lead them to think that he is critical of the children. Accept any other reasonable responses. N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.

Question 5

Level	Mark	AO4 descriptor **Evaluate texts critically and support this with appropriate textual references**
	0	• No rewardable material.
Level 1	1–2	• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Limited evaluative assertions offered, with little or no personal and critical judgement about the text. • The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	• Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text • Clear evaluative opinion offered with clear personal and critical judgements about the text. • The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Developed critical evaluation offered with convincing personal judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

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Question number	Indicative content
6	**AO4 (12 marks)** Reward responses that evaluate how successfully the text shows that the Ragged School benefits all poor children. Do not credit any reference to the writer's techniques that does not make a judgement on the text. **Responses may include:** • the opening of the text suggests that the school is beneficial by describing the effect of the children singing: 'Delighted with such a sound as this, proceeding from such a place'. This effectively shows readers that the children have been trained and now have some skill (in singing) • the text is successful in showing the benefits of the school environment, 'a large, lofty, well-lighted and ventilated room', which would suggest a pleasant environment and (perhaps) contrasts with the children's home life. At the time ventilation was considered a very important feature • the list of what is on the walls, 'large maps, diagrams, scripture prints, lesson boards' is effective in showing the reader the range of subjects being taught and presenting a visually stimulating environment • the text shows that the school is popular, 'scores and scores', which is effective in implying the positive effects on the children • the text effectively shows that the children are well-behaved, 'low cry', which suggests they are not loud or raucous • the superintendent is obviously proud of the children: ' invited me to see the children go through some of their exercises', which effectively shows that the children have benefitted from the education • the text successfully shows how impressive the children's learning is because the visitor is 'astonished at the amount of proficiency exhibited by the children'. This would suggest to the reader that the improvement is greater than expected and successfully shows how beneficial the school is • the text successfully shows the breadth of the learning by listing the subjects, 'Maps, history, music, arithmetic (mental and otherwise), reading, writing, spelling'. This would impress readers as the coverage of subjects is wide and it demonstrates a thorough education, such as might be expected in better quality schools • the text suggests that the benefits are not just intellectual but also emotional/psychological: 'The love he shows', 'appear to love him equally'. This would impress readers, as it was commonly thought that poor children were beyond the reach of education, manners or feelings • the text shows how much the superintendent cares, 'in love for the children consisted his strength', which suggests they are in a positive and supported environment • the text successfully shows the benefits of the school by using contrasts: 'wild and entirely uncultivated' and 'we love him, take an affectionate interest in his welfare' • the text is effective in showing how much the children can benefit by showing a positive example of a former pupil in the final paragraph: 'has got an excellent situation'. The effect on the superintendent, 'with very great pleasure', 'a great reward', shows the pride the school takes in improving the children's situation

	• the text is unsuccessful in showing the benefits of attending the school as it shows the pupils being crowded in a classroom: 'scores and scores of children' and that the school does nothing to ensure they are properly clothed, 'short remove from nakedness'. The cramped schoolroom and lack of clothing might suggest that the children will not be able to concentrate on their education and so will not benefit • the text spends too much time talking about the superintendent rather than the children • the text mainly refers to boys, 'we take a boy', and the inspiring story is about a boy, 'The last boy', so it does not show that the school benefits all children • the text is unsuccessful as it does not give much detail about what is taught beyond a list of subjects and also uses the general term 'etc'. In addition, the writer says he 'cannot go into detail'. This does not identify any specific benefits for the children. Accept any other reasonable responses. N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.

Question 6

Level	Mark	AO4 descriptor **Evaluate texts critically and support this with appropriate textual references**
	0	• No rewardable material.
Level 1	1–2	• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Limited evaluative assertions offered, with little personal judgement about the text. • The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	• Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Straightforward evaluative opinions offered with some personal judgements about the text. • The selection of references is valid, though not always developed or secure in relation to the points being made.
Level 3	5–7	• Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Informed evaluative opinion offered with sound personal judgements about the text. • The selection of references is appropriate and relevant to the comments being made.
Level 4	8–10	• Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Developed critical evaluation offered with detailed personal judgements about the text. • The selection of references is appropriate, detailed and fully supports the evaluation being made.
Level 5	11–12	• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Sustained and detached critical evaluation offered with convincing personal judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Section B: Writing

Question number	Indicative content
7	• **AO5 (24 marks), AO6 (16 marks)** **Purpose:** to write a blog, to inform, advise and/or persuade. **Audience:** the writing is for a general audience. The focus is on communicating ideas about the relevance of subjects studied in school. **Form:** there should be clear organisation and structure with development of the ideas provided and a conclusion. **Responses may:** • identify subjects that are currently taught in schools • evaluate the relevance and benefits of these subjects to young people after leaving school • identify other subjects/areas of study which may be more relevant • suggest ways of balancing academic and practical subjects during education • be written from the perspective of a teenager or an adult. Accept any other reasonable points.

Question number	Indicative content
8	• **AO5 (24 marks), AO6 (16 marks)** **Purpose:** to write an article, to inform, advise and/or persuade. **Audience:** people using a local careers website. The focus is on communicating ideas and advice about how to choose an appealing and appropriate training or educational route after the age of 16. **Form:** the response should be set out as an article with the use of appropriate headings and/or subheadings. The response should have appropriate tone and language for the chosen audience. **Responses may:** • introduce the topic • identify opportunities that are available locally and nationally • offer advice on choosing courses/training based on interests and abilities • discuss how these choices may affect the future • be written from the perspective of a teenager or an adult. Accept any other reasonable points.

Level	Mark	AO5 descriptor **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**
	0	No rewardable material.
Level 1	1–4	• Limited ability to communicate clearly, effectively, and imaginatively. • Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. • Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	• 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	• 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	• 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	• 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.

Level	Mark	AO6 descriptor **Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation**
	0	No rewardable material.
Level 1	1–4	• Uses basic vocabulary, often misspelled. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. • Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	• 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. • Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	• 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. • Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	11–13	• Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. • Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	• 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. • Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.