

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

**Tuesday 5 November 2024**

Morning (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 ►

P75481A

©2024 Pearson Education Ltd.  
V:1/1/1/1/



  
**Pearson**

## 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 reading.

1 .....

2 .....

3 .....

4 .....

(Total for Question 1 = 4 marks)

- 2 In lines 1–9, the writer is trying to show the different ways that people learn to enjoy reading.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 1–9.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.

(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)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 24 horizontal dotted lines.

(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 4–12, identify **two** points the writer makes about Mudie's and other libraries.

(2)

1 .....

2 .....

- (b) Read this extract.

The subscribers to Mudie's are not merely individuals, reading for pleasure or profit; they are families; they are friendly co-operating coteries<sup>1</sup>, who combine together to pay the subscription, and pass on the books from one to another; they are societies for mutual instruction; they are publishers distributing the books among their compilers and editors; they are institutes, reading-rooms, book-clubs, business-clubs, and social-clubs; they are bankers subscribing for the benefit of their clerks, and they are heads of establishments concerned in the intellectual advancement of their employees.

From the extract, identify **two** reasons why groups of people subscribe to Mudie's library.

(2)

1 .....

2 .....

(Total for Question 4 = 4 marks)





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 5 = 6 marks)





Use examples from the text to support your evaluation.

(12)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 6 = 12 marks)

**TOTAL FOR SECTION A = 40 MARKS**



## 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 review of a book, a film or a television programme for a website aimed at young adults. Your review should have the title 'Try something different'.

A student has started a response to this task.

*We spend so much time on social media and gaming, why not try something different for a change that might also interest and entertain you? This review should persuade you to turn off the social media and computer games and try a different form of entertainment.*

Continue this review 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 a letter to your local newspaper about a plan to close your local library.

You should include:

- reasons why the library should stay open
- alternative uses for the building
- what you would recommend.

*\*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.**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Indicate which question you are answering by marking a cross in the box ☒. 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:



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



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

**Tuesday 5 November 2024**

Morning (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* ►

**P75481A**

©2024 Pearson Education Ltd.  
V:1/1/1/1/



  
**Pearson**

## SECTION A

### Reading

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

*This extract is from a newspaper article written in 1897, which is about the results of a writing competition on the topic of learning to love reading.*



### Learning To Love Reading

First and foremost, most people learn to love reading by being read aloud to when they were children; it is the spoken voice which attracts to the printed page.

Secondly, those who have written their experiences about their childhood seldom learn to like reading unless they are hungered to<sup>1</sup> it. That is to say that quite an astonishing proportion of those who have written their experiences attribute their love of reading to the time when they had either long illness or were for some reason or other cut off from the ordinary distractions of every-day life. If you want to make a man appreciate reading, you should set him up on a desolate island with nothing at all to do except to master the contents of a library.

5

The third point that was brought out very clearly by a great number of the essayists is that penny dreadfuls<sup>2</sup>, no matter how "bloody" they may be, do their readers no harm. At any rate, quite a large proportion of those who describe how they learnt to like reading, give a well-defined position to the penny dreadful, which they declare they devoured greedily without feeling any ill effects.

10

### Glossary

<sup>1</sup>*are hungered to* – have a desire for/have a passion for

<sup>2</sup>*penny dreadfuls* – cheap popular serial literature. The subject matter of these stories was typically sensational, focusing on the exploits of detectives, criminals, or supernatural beings



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

*In this extract adapted from a magazine article written in 1861, the writer presents his ideas about a lending library in London called Mudie's and why it is beneficial.*

**Mudie's**

For a number of years past, the name which stands at the head of this article has been growing more and more widely known, and more and more familiar in the mouths of the reading public.

Whenever we hear Mudie's library mentioned it is associated with some agreeable recollection or pleasant anticipation. It is to us the representative of an inexhaustible store of literature – a never-failing source of entertainment and information of all kinds, ever available for our use. 5

We call to remembrance a very different state of things as regards books, in the domain of home, and the domestic appreciation of them; for we have recollections, dating very far back, of the old-fashioned circulating libraries of the days when the romance, gory and ghostly, and the novel, too often indecent and immoral, formed the principal if not the sole stock of the proprietors. 10

The subscribers to Mudie's are not merely individuals, reading for pleasure or profit; they are families; they are friendly co-operating coteries<sup>1</sup>, who combine together to pay the subscription, and pass on the books from one to another; they are societies for mutual instruction; they are publishers distributing the books among their compilers and editors; they are institutes, reading-rooms, book-clubs, business-clubs, and social-clubs; they are bankers subscribing for the benefit of their clerks, and they are heads of establishments concerned in the intellectual advancement of their employees. 15

Looking to the nature of the reading appetite, and recognising what a devouring element it is, we may be sure that when demands of such a multitudinous<sup>2</sup> kind have to be met, it is not a limited selection from the literature of the country that will satisfy them; and the difficulty must be with the man who caters for all classes of readers, and who is expected to provide nearly everything that issues from the press – not what he shall choose, so much as what, for the sake of the general well-being, he shall reject. 20  
Mr. Mudie, it would appear, has had the temerity<sup>3</sup> to exercise some sort of supervision over the works he circulates, and, for reasons which we should be the last to criticise, has declined to place certain volumes upon his shelves. 25

Of the number of volumes which form the stock of this everybody's library, we can form not even an approximate idea, much less of the numbers annually passing from hand to hand. 30

It is not easy to estimate at once the influence and effects of such an establishment as this. After having Mudie's books in the house for the last ten years – often the last thing at night, and frequently the first in the morning – by the fireside in winter, by the open garden window and under the talking foliage in summer; after travelling with them abroad, and sulking with them at home; after reading hundreds of volumes which, but for Mudie's, we should never have had the chance of reading at all – we sometimes ask ourselves: what should we do without Mudie's? Really we don't know. 35

**Glossary**

<sup>1</sup>coteries – groups

<sup>2</sup>multitudinous – numerous/vast

<sup>3</sup>temerity – courage/bravery



**BLANK PAGE**

**Source information:**

**Total text word count: 697 words**

**Text 1:** extract taken from: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0001738/18970102/050/0002>

**Image:** clu / Getty Images

**Text 2:** extract taken from: [https://archive.org/details/sim\\_leisure-hour-an-illustrated-magazine-for-home-reading\\_1861-03-07\\_10\\_480/page/150/mode/2up?q=Mudie%27s](https://archive.org/details/sim_leisure-hour-an-illustrated-magazine-for-home-reading_1861-03-07_10_480/page/150/mode/2up?q=Mudie%27s)

