



# Mark Scheme (Results)

November 2024

Pearson Edexcel GCSE

In English Language 2.0 (1EN2)

Paper 1: Non-Fiction Texts

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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 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.
- 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.

## **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

| Component                      | Assessment Objectives (marks) |     |     |     |     |     | Total |
|--------------------------------|-------------------------------|-----|-----|-----|-----|-----|-------|
|                                | AO1                           | AO2 | AO3 | AO4 | AO5 | AO6 |       |
| Component 1: Non-Fiction Texts |                               |     |     |     |     |     |       |
| Question 1                     | 4                             |     |     |     |     |     | 4     |
| Question 2                     |                               |     |     | 6   |     |     | 6     |
| Question 3                     |                               | 8   |     |     |     |     | 8     |
| Question 4(a)                  | 2                             |     |     |     |     |     | 2     |
| Question 4(b)                  | 2                             |     |     |     |     |     | 2     |
| Question 5                     |                               |     |     | 6   |     |     | 6     |
| Question 6                     |                               |     |     | 12  |     |     | 12    |
| Question 7 or 8                |                               |     |     |     | 24  | 16  | 40    |

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        |
| <b>Total for paper 1</b> |                               | <b>80</b>      | <b>8</b>              | <b>8</b> | <b>0</b> | <b>18</b> | <b>24</b> | <b>16</b> |

*\*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               | <p><b>AO1</b> (identify explicit information and ideas)</p> <p>Accept any reasonable points, up to a maximum of 4 marks.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following points:</p> <ul style="list-style-type: none"><li>• people learn to love reading by being read aloud to/listening to the spoken voice (1)</li><li>• children do not like reading unless they have a passion for it (1)</li><li>• people learn to enjoy reading if they had a long illness (1)</li><li>• they enjoy reading if cut off from ordinary life/distraction from everyday life (1)</li><li>• people would read if on a desolate island/isolated (1)</li><li>• penny dreadfuls/books do no harm/have no ill effects (1)</li><li>• penny dreadfuls/books help people to enjoy reading (1)</li><li>• penny dreadfuls/books are devoured greedily (1)</li></ul> <p>Do not credit any references to the image.</p> | <b>(4)</b> |

| Question number | Answer   |
|-----------------|--|
| 2               | <p><b>AO4 (6 marks)</b></p> <p>Reward responses that evaluate how successfully the writer shows the different ways that people learn to enjoy reading.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the text.</p> <p>Do not credit any reason/evidence that is not from the given lines.</p> <p>Do not accept any references to the image.</p> <p><b>Candidates must give three reasons supported by evidence to access Level 3.</b></p> <p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>the opening sentence successfully identifies a way that people are introduced to reading: 'being read aloud to'. This clearly shows readers that many people are introduced to reading at a young age, 'children', and shows readers the way that a love of reading can be developed: 'spoken voice which attracts'</li> <li>the writer suggests that children need to be motivated or have a great desire to read: 'unless they are hungered'. This would show readers that to encourage children to enjoy reading they must be given good reasons to try it</li> <li>by referring to 'an astonishing proportion', the writer effectively suggests that the majority of people have learnt to love reading during times when they were ill or isolated. This is successful in showing times when people have learnt to love reading</li> <li>the writer successfully shows that enforced idle times are a common time for people to begin to enjoy reading by giving examples of times when people have suggested their love of reading developed: 'long illness', 'cut off from the ordinary distractions'. The writer is successful in showing how a love of reading can be developed during times when most people would think there was nothing else to do</li> <li>the slightly humorous 'set him up on a desolate island' emphasises that learning to love reading may require isolation. This shows a rather extreme way to learn to love reading but shows how much concentration the writer thinks that reading requires. This is effective in reinforcing the idea that learning to love reading requires time and concentration</li> <li>this is further shown by the writer saying that readers need 'nothing at all to do', successfully showing that learning to love reading requires commitment</li> <li>the writer is not entirely successful in showing how people develop a love of reading as he refers to 'being read aloud to'. This might be seen as being a lazy way to</li> </ul> |

read/consume books and readers may think that it is not an appropriate way to develop a love of reading

- by presenting illness, boredom or isolation as a reason people learn to love reading, the writer is unsuccessful. The writer does not convince readers because these situations may not apply to everyone and the writer only seems to focus on unpleasant situations
- the writer refers to 'children' and 'a man' but does not refer to women. This is unsuccessful in showing how everyone learns to love reading
- the text is not successful because it only discusses limited situations 'by being read aloud to' or 'to the time when they had either long illness or were for some reason or other cut off' and does not discuss the attraction of the content of books or the possible knowledge that might be gained.

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<br>Evaluate texts critically and support this with appropriate textual references  |
|---------|------|---|
|         | 0    | <ul style="list-style-type: none"><li>• No rewardable material.</li></ul>   |
| Level 1 | 1–2  | <ul style="list-style-type: none"><li>• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Limited evaluative assertions offered, with little or no personal and critical judgement about the text.</li><li>• The selection of references is limited and not always relevant to the points being made.</li></ul>           |
| Level 2 | 3–4  | <ul style="list-style-type: none"><li>• Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text</li><li>• Clear evaluative opinion offered with clear personal and critical judgements about the text.</li><li>• The selection of references is appropriate and relevant to the comments being made.</li></ul>                             |
| Level 3 | 5–6  | <ul style="list-style-type: none"><li>• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Developed critical evaluation offered with convincing personal judgement about the text.</li><li>• The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li></ul> |

| Question number | Indicative content  |
|-----------------|---|
| 3               | <p data-bbox="405 235 612 271"><b>AO2 (8 marks)</b></p> <p data-bbox="405 315 1406 533">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.</p> <p data-bbox="405 584 1433 658"><b>Responses may include the following points about the language of the text:</b></p> <ul data-bbox="405 667 1445 2067" style="list-style-type: none"> <li data-bbox="405 667 1406 846">• the alliteration of 'First and foremost' emphasises that this is the most important way that children learn to love reading. This would immediately engage the reader's interest to discover how children are attracted to reading</li> <li data-bbox="405 860 1426 1039">• the use of the verb 'love' in the first sentence shows the positive aspect of reading. It suggests a passion rather than simply that reading is a necessity. This would interest readers who may be encouraged to read more to develop their interest</li> <li data-bbox="405 1048 1417 1227">• the verb 'attracts' would interest readers because it suggests that children can be tempted to read themselves by listening to others: 'the spoken voice'. This would show readers that being read to is not a lazy activity but it will lead children to read independently</li> <li data-bbox="405 1236 1430 1415">• the alliteration 'printed page' draws the readers' attention to the topic of reading books and provides a contrast with the references to 'being read aloud to'. This will engage the readers' interest because they want to focus on reading rather than being read to</li> <li data-bbox="405 1424 1382 1626">• the adverb 'seldom' interests readers as it reinforces the adult perception of children as reluctant readers. The verb 'hungered' suggests having an appetite for reading, which not all children have. This interests readers to discover how children do learn to love reading</li> <li data-bbox="405 1635 1406 1814">• the phrase 'astonishing proportion' would interest readers because it implies a large number. This is emphasised by the adjective 'astonishing', which would tell readers that even the writer was surprised and shocked by the number</li> <li data-bbox="405 1823 1417 1948">• the use of the adjective 'ordinary', to describe the day-to-day distractions, might suggest to readers that reading books provides distractions that are not 'ordinary' but are unusual and exciting</li> <li data-bbox="405 1957 1445 2067">• the use of the verb 'appreciate' suggests to readers that there is more to reading than simply a practical skill. It conveys that reading is of value and to be enjoyed</li> </ul> |

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|--|---|
|  | <ul style="list-style-type: none"><li>• the description 'desolate island' emphasises that reading can be a solitary activity. This shows readers that reading books requires concentration and dedication. The adjective 'desolate', which implies absolute isolation, reinforces the idea that developing a love of reading is best done when 'cut off from...everyday life'</li><li>• the reference to "bloody" and its gory associations when describing the 'penny dreadfuls' might interest readers who are either bored by bland literature or who were uninformed of the content and would now be interested to see what the fuss is about</li><li>• the writer uses the adjective 'large' when describing how many people enjoyed reading the penny dreadfuls. The references to 'no harm' and 'without feeling any ill effects' would interest readers because of the earlier reference to "bloody"</li><li>• the verb 'declare' suggests that there is strong feeling amongst the essayists. This is reinforced by 'the well-defined position', which shows the readers that the penny dreadfuls have some following and status</li><li>• by using the verb 'devoured' to describe the way people read penny dreadfuls, the writer suggests that the readers were totally absorbed in them. This would show readers that penny dreadfuls entertained and fascinated their readers, which contrasts with the popular preconception of them</li><li>• this is strengthened by the adverb 'greedily', which suggests that the readers of penny dreadfuls are enthusiastic and cannot get enough of them.</li></ul> |
|--|---|

Accept any other reasonable responses.

### Question 3

| Level   | Mark | <b>AO2 descriptor</b><br><b>Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology</b>  |
|---------|------|--|
|         | 0    | No rewardable material.  |
| Level 1 | 1–2  | <ul style="list-style-type: none"><li>• Comment on the text and on the language used to achieve effects and influence readers.</li><li>• The use of references is valid, but not developed.</li><li>• Limited evidence of relevant subject terminology used to support comments.</li></ul>   |
| Level 2 | 3–4  | <ul style="list-style-type: none"><li>• Explanation of the text and how language is used to achieve effects and influence readers.</li><li>• The selection of references is generally appropriate and relevant to the points being made.</li><li>• Some use of relevant subject terminology used to support explanation.</li></ul>     |
| Level 3 | 5–6  | <ul style="list-style-type: none"><li>• Exploration of the text and how language is used to achieve effects and influence readers.</li><li>• The selection of references is detailed, appropriate and fully supports the points being made.</li><li>• Use of a range of relevant subject terminology to support exploration.</li></ul> |
| Level 4 | 7–8  | <ul style="list-style-type: none"><li>• Analysis of how language is used to achieve effects and influence readers.</li><li>• The selection of references is discriminating and clarifies the points being made.</li><li>• Precise use of a range of relevant subject terminology to support analysis.</li></ul>                        |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 4(a)            | <p><b>AO1</b> (identify explicit information and ideas)</p> <p>Accept any reasonable points from the given lines only, up to a maximum of 2 marks.</p> <p>Quotations and own words are acceptable.</p> <p>Candidates may identify the following points:</p> <ul style="list-style-type: none"> <li>• Mudie's library is agreeable (1)</li> <li>• it is pleasant (1)</li> <li>• it provides an inexhaustible store of literature (1)</li> <li>• it is a never-failing source of entertainment (1)</li> <li>• it provides information of all kinds (1)</li> <li>• it is (always) available (1)</li> <li>• other libraries were considered to be old-fashioned/limited (1)</li> <li>• they provided romances and novels (1)</li> <li>• their books were often gory and ghostly (1)</li> <li>• the novels offered were thought to be indecent and immoral (1)</li> </ul> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 4(b)            | <p><b>AO1</b> (interpret implicit information and ideas)</p> <p>Accept any reasonable reasons implied by the text, up to a maximum of 2 marks.</p> <p>Candidates may identify the following reasons:</p> <ul style="list-style-type: none"> <li>• they want to share the cost (1)</li> <li>• they want to share the books (1)</li> <li>• they want to use the books to teach others (1)</li> <li>• they are involved in producing books (1)</li> <li>• they want to improve the lives of their employees/advancement (1)</li> <li>• they want to educate their workers (1)</li> </ul> <p>Accept any other reasonable responses implied by the text. Do not accept quotations alone that are not answering the question specifically.</p> | (2)  |

| Question number | Answer   |
|-----------------|--|
| 5               | <p><b>AO4 (6 marks)</b></p> <p>Reward responses that evaluate how successfully the writer persuades readers that books from Mudie's library will provide entertainment for everyone.</p> <p>Do not credit any reference to the writer's techniques that does not make a judgement on the success of the extract.</p> <p><b>Candidates must give three reasons supported by evidence to</b></p> <p><b>access Level 3. Responses may include:</b></p> <ul style="list-style-type: none"> <li>the opening sentence suggests that a large number of books are stocked by the library, 'we can form not even an approximate idea', which successfully persuades readers that the library will have books that will appeal to a wide range of people. This is emphasised by referring to Mudie's as 'everybody's library', which effectively shows that the writer thinks that there is something for everyone</li> <li>the phrase 'passing from hand to hand' shows how many people access the books. This effectively conveys that the books will provide entertainment for a lot of people</li> <li>the writer successfully shows that books from Mudie's are available to be read at all times: 'ten years', 'last thing at night', 'the first in the morning'. This would persuade readers that they can be entertained continuously</li> <li>the evocative descriptions of places where the books can be read, 'by the fireside in winter, by the open garden window and under the talking foliage in summer', effectively creates a pleasant image. This would persuade readers that books can provide entertainment and comfort</li> <li>by using references to 'at home' and 'abroad', the writer shows the range of places where books can be read. This effectively conveys that they will provide entertainment for readers wherever they are</li> <li>by referring to 'reading hundreds of volumes', the writer successfully suggests the extent and variety of information available. Readers would be persuaded that there must be something to entertain everyone</li> <li>the question, 'we sometimes ask ourselves: what should we do without Mudie's?', and the response, 'Really we don't know', effectively conveys that these books are providing important amusement and entertainment for readers. This suggests that without the library people would be at a loss for things to occupy themselves</li> <li>the repetition of 'after' is effective in presenting to readers the many ways that books are entertaining. This is persuasive because it shows there are numerous occasions where books can be read</li> <li>the writer is not successful in showing that Mudie's books are entertaining as there is no information about the types and content of the books. There are only references to 'volumes' and 'books'</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• the text does not persuade readers because it describes situations that may not be available to all: 'open garden window', 'abroad'. This suggests that people who read Mudie's books have some wealth and, possibly, education</li><li>• the text is not successful in showing that Mudie's books will provide entertainment because it describes reading them as 'sulking with them at home'. This suggests that the readers of the books are not enjoying the experience.</li></ul> |
|--|--|

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<br>Evaluate texts critically and support this with appropriate textual references  |
|---------|------|---|
|         | 0    | <ul style="list-style-type: none"><li>• No rewardable material.</li></ul>   |
| Level 1 | 1–2  | <ul style="list-style-type: none"><li>• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Limited evaluative assertions offered, with little or no personal and critical judgement about the text.</li><li>• The selection of references is limited and not always relevant to the points being made.</li></ul>           |
| Level 2 | 3–4  | <ul style="list-style-type: none"><li>• Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text</li><li>• Clear evaluative opinion offered with clear personal and critical judgements about the text.</li><li>• The selection of references is appropriate and relevant to the comments being made.</li></ul>                             |
| Level 3 | 5–6  | <ul style="list-style-type: none"><li>• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Developed critical evaluation offered with convincing personal judgement about the text.</li><li>• The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li></ul> |

| Question number | Indicative content   |
|-----------------|--|
| 6               | <p data-bbox="427 230 647 264"><b>AO4 (12 marks)</b></p> <p data-bbox="427 315 1366 394">Reward responses that evaluate how successfully the text shows that Mudie's library will improve everyone's lives.</p> <p data-bbox="427 445 1342 524">Do not credit any reference to the writer's techniques that does not make a judgement on the text.</p> <p data-bbox="427 575 772 609"><b>Responses may include:</b></p> <ul data-bbox="427 620 1382 2074" style="list-style-type: none"> <li data-bbox="427 620 1382 810">• the writer successfully suggests that the library has positive associations by describing 'agreeable recollection' and 'pleasant anticipation'. This would help readers to see that the library offers an enjoyable opportunity which would encourage people to access the books/library</li> <li data-bbox="427 822 1382 978">• the use of 'inexhaustible store' and 'information of all kinds' effectively shows readers the scope/range of the library and implies that, if readers were to access the library, their lives would be improved</li> <li data-bbox="427 990 1382 1180">• by referring to 'old-fashioned circulating libraries' and calling their contents 'gory and ghostly', 'indecent and immoral', the writer successfully provides a contrast to Mudie's library. This would show readers that it is an improvement and contains educational literature</li> <li data-bbox="427 1191 1382 1348">• the listing of the various subscribers presents a wide range of people whose lives might be improved. These are not just wealthy individuals but also groups and businesses which wish to share the books: 'families', 'societies', 'publishers', 'institutes', 'bankers'</li> <li data-bbox="427 1359 1382 1516">• the text also shows the advantages of Mudie's library: 'for the benefit of their clerks', 'intellectual advancement'. This is successful because these people would not subscribe if it did not offer positive benefits</li> <li data-bbox="427 1527 1382 1684">• this is further emphasised by the references to sharing subscriptions: 'combine together to pay', 'pass on the books'. This suggests that there is an even wider readership and so even more will have access to the books to improve their lives</li> <li data-bbox="427 1695 1382 1852">• by commenting on how enthusiastic readers are, 'reading appetite', 'devouring', and how varied reading tastes are, 'it is not a limited selection', the writer successfully suggests that by using Mudie's library people will develop their knowledge and understanding</li> <li data-bbox="427 1863 1382 2020">• readers will understand that Mr. Mudie's control over the selection of books, 'exercise some sort of supervision', ensures that the texts available will have merit. This effectively demonstrates that reading Mudie's books will improve their lives</li> <li data-bbox="427 2031 1382 2074">• by showing how extensive the library is, 'the number of volumes', and how the books are shared, 'passing from hand to hand', the</li> </ul> |

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|  | <p>writer successfully demonstrates how the library satisfies the thirst for knowledge. Better education will improve people's lives</p> <ul style="list-style-type: none"> <li>• the writer is successful in showing that Mudie's books will improve people's lives by presenting a number of occasions and times when reading is attractive: 'the last ten years', 'at night', 'in the morning', 'by the open garden window', 'travelling with them abroad'</li> <li>• this is further emphasised by 'reading hundreds of volumes'. This shows readers that Mudie's library will benefit everyone as it offers a huge store of knowledge and information</li> <li>• the question, 'what should we do without Mudie's?', and the short answer, 'Really we don't know', are effective in concluding the article. It presents a clear idea that Mudie's has been a force for good and that the library is beneficial as it suggests that readers would be lost without it</li> <li>• the text is not successful because it criticises people's reading tastes: 'the romance', 'the novel', 'for the sake of general well-being, what he shall reject'. This would fail to persuade ordinary readers who might feel their interests are not being catered for and their lives would not be improved</li> <li>• the library is not accessible to all as the writer talks about 'the subscribers', which would suggest that only those with money can use it. This means that the library would not improve everyone's life</li> <li>• readers may not think that Mr. Mudie should 'exercise some kind of supervision', so they may not subscribe. This shows the library does not benefit everyone</li> <li>• the writer states 'it is not easy to estimate at once the influence and effects', which may suggest to readers that the benefits of the library are not clearly known. This does not effectively show how influential the library is for everyone because it implies that the writer does not know the extent of its impact.</li> </ul> <p>Accept any other reasonable responses.</p> <p>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.</p> |
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### Question 6

| Level   | Mark  | AO4 descriptor<br>Evaluate texts critically and support this with appropriate textual references   |
|---------|-------|--|
|         | 0     | <ul style="list-style-type: none"><li>No rewardable material.</li></ul>  |
| Level 1 | 1–2   | <ul style="list-style-type: none"><li>Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>Limited evaluative assertions offered, with little personal judgement about the text.</li><li>The selection of references is limited and not always relevant to the points being made.</li></ul>   |
| Level 2 | 3–4   | <ul style="list-style-type: none"><li>Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>Straightforward evaluative opinions offered with some personal judgements about the text.</li><li>The selection of references is valid, though not always developed or secure in relation to the points being made.</li></ul>        |
| Level 3 | 5–7   | <ul style="list-style-type: none"><li>Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>Informed evaluative opinion offered with sound personal judgements about the text.</li><li>The selection of references is appropriate and relevant to the comments being made.</li></ul>   |
| Level 4 | 8–10  | <ul style="list-style-type: none"><li>Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>Developed critical evaluation offered with detailed personal judgements about the text.</li><li>The selection of references is appropriate, detailed and fully supports the evaluation being made.</li></ul>                              |
| Level 5 | 11–12 | <ul style="list-style-type: none"><li>Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>Sustained and detached critical evaluation offered with convincing personal judgement about the text.</li><li>The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li></ul> |

## Section B: Writing

| Question number | Indicative content   |
|-----------------|--|
| 7               | <p><b>AO5 (24 marks), AO6 (16 marks)</b></p> <p><b>Purpose:</b> to write a review, to inform, advise and/or persuade.</p> <p><b>Audience:</b> the writing is for a young adult audience on the internet. The focus is on communicating the reasons why the audience should engage with a particular book, film or television programme.</p> <p><b>Form:</b> there should be clear organisation and structure with development of the ideas provided and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• identify a particular book, film or television programme</li><li>• identify the reasons why this is something that would interest and entertain the audience</li><li>• give reasons why this particular book, film or television programme is better than other forms of entertainment</li><li>• offer advice on selecting alternative forms of entertainment</li><li>• be written from the perspective of a teenager or an adult.</li></ul> <p>Accept any other reasonable points.</p> |

| Question number | Indicative content  |
|-----------------|---|
| 8               | <p><b>AO5 (24 marks), AO6 (16 marks)</b></p> <p><b>Purpose:</b> to write a letter to a local newspaper, to inform and/or persuade.</p> <p><b>Audience:</b> the editor of the newspaper and the local general public. The focus is on communicating ideas about whether it is a good idea to close the local library. This may involve a variety of approaches.</p> <p><b>Form:</b> the response should be set out as a formal letter. The letter should be opened and closed clearly, with an appropriate salutation and letter ending. Paragraphs should be organised appropriately. The response should have appropriate tone and language for a letter in a newspaper.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• introduce the topic and why it is an issue</li> <li>• present clear views about why the library should stay open, such as: it provides free access to reading materials and computers for all ages; it is a source of information; it is a community hub and provides a space for people to meet</li> <li>• present clear views about alternative uses, such as: it could be turned into a community centre or youth centre; it could become an open access technology hub; it could be used for adult education or as a nursery</li> <li>• offer recommendations about what should be done</li> <li>• be written from the perspective of a teenager or an adult.</li> </ul> <p>Accept any other reasonable points.</p> |

**A05:**

- **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  |
| <b>Level 1</b> | 1–4   | <ul style="list-style-type: none"><li>• Limited ability to communicate clearly, effectively and imaginatively.</li><li>• Offers a basic response, with audience and/or purpose not fully established.</li><li>• Expresses information and ideas, with limited use of structural and grammatical features.</li></ul>   |
| <b>Level 2</b> | 5–9   | <ul style="list-style-type: none"><li>• Some ability to communicate clearly, effectively and imaginatively.</li><li>• Shows an awareness of audience and purpose, with straightforward use of tone, style and register.</li><li>• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li></ul>   |
| <b>Level 3</b> | 10–14 | <ul style="list-style-type: none"><li>• Clear ability to communicate clearly, effectively and imaginatively.</li><li>• Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</li><li>• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li></ul> |
| <b>Level 4</b> | 15–19 | <ul style="list-style-type: none"><li>• Secure ability to communicate clearly, effectively and imaginatively.</li><li>• Organises material for particular effect, with effective use of tone, style and register.</li><li>• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li></ul>   |
| <b>Level 5</b> | 20–24 | <ul style="list-style-type: none"><li>• Sophisticated ability to communicate clearly, effectively and imaginatively.</li><li>• Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</li><li>• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li></ul>                               |

**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.   |
| <b>Level 1</b> | 1–4   | <ul style="list-style-type: none"><li>• Limited ability to write for clarity, purpose and effect.</li><li>• Uses basic vocabulary, often misspelled</li><li>• Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li></ul>   |
| <b>Level 2</b> | 5-7   | <ul style="list-style-type: none"><li>• Some ability to write for clarity, purpose and effect.</li><li>• Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li><li>• Uses punctuation with control, creating a range of sentence structures, including coordination and subordination.</li></ul>                         |
| <b>Level 3</b> | 8-10  | <ul style="list-style-type: none"><li>• Sound ability to write for clarity, purpose and effect.</li><li>• Uses a varied vocabulary and spells words containing irregular patterns correctly.</li><li>• Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.</li></ul>  |
| <b>Level 4</b> | 11-13 | <ul style="list-style-type: none"><li>• Secure ability to write for clarity, purpose and effect.</li><li>• Uses a wide, selective vocabulary with only occasional spelling errors.</li><li>• Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li></ul>  |
| <b>Level 5</b> | 14-16 | <ul style="list-style-type: none"><li>• Sophisticated ability to write for clarity, purpose and effect.</li><li>• Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li><li>• Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li></ul> |