



Mark Scheme (Results)

June 2025

Pearson Edexcel Level 3 GCE

in English Language and Literature (8EL0)

PAPER 1: Voices in Speech and Writing

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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 penalised for omissions.
- 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.
- 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 – specific

The marking grids have been designed to assess candidate work holistically. The grids identify which Assessment Objective is being targeted by each bullet point within the level descriptors. One bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used:
- examiners should first decide which descriptor most closely matches the answer and place it in that level
- the mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet point descriptors are met at that level
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points
- examiners of Advanced GCE English should remember that all Assessment Objectives within a level are equally weighted. They must consider this when making their judgements
- the mark grid identifies which Assessment Objective is being targeted by each bullet point within the level descriptors
- indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Paper 1 Mark scheme

Question Number	Indicative content
1	Text A Candidates must use the factual information contained in the account to develop their speech, but there is considerable scope for development of this information. Candidates should be rewarded for: • creativity in generating a convincing speech in terms of exploring and reflecting on the content of the newspaper article as well as adapting the information contained in it for the specified audience and purpose • demonstrating awareness of the significance of the context in which their speech is received, e.g. ▪ creative use of any conventions of speeches ▪ production of text for a speech that would engage and sustain the interest of a listening audience. Contextual considerations/generic features of a speech might include: • appropriate format to deliver the information in an engaging manner, using language or structural devices to shape the text according to convention • language choices appropriate to an international youth audience in a relatively formal setting • literary and linguistic features designed to inform, engage and persuade the audience, particularly the use of rhetorical techniques • assumptions about the attitudes of the audience towards the issues. Details drawn from the stimulus text might include: • drawing parallels between people with disabilities and other minorities in their 'bumpy march towards tolerance and equality' • for people with disabilities, 'life is getting worse, with hostility growing' and that this is 'a group growing fast in our ageing society' • details about people with disabilities within the workplace including being 'less likely to be in work despite being the most loyal employees' and 'two-thirds of those who develop a disability have lost their job within two years' • issues of 'harassment', 'abuse' and 'reported hate crime' and the double standards compared with other minority groups • the reasons why attitudes towards people with disabilities are not changing, e.g. 'lack of social and workplace interaction'; 'lack of political power'; 'more than two-thirds of polling stations had significant barriers to accessibility' • the overriding message that 'disabled people want only the same rights as everyone else' • the sobering reminder that disability can affect anyone as 'only one in six people with disabilities was born with them'. These are suggestions only. Accept any valid alternative response.

Please refer to the Specific Marking Guidance when applying these marking grids.

Level	Mark	Descriptor (A05)
	0	No rewardable material.
Level 1	1–2	Low level skill • Writing is uneven with frequent errors and technical lapses. • Little attempt to craft a new text with heavy reliance on the stimulus text. Writing lacks engagement.
Level 2	3–4	General/imprecise skills • Writing has general sense of direction but has inconsistencies in register and style. • Some attempt to craft a new text, with general elements of engagement.
Level 3	5–6	Clear skills • Writing is logically structured with few lapses in clarity. • Clear attempt to craft a new, engaging text incorporating clear original elements.
Level 4	7–9	Consistent skills • Writing is confident and consistent. • Produces an effective and consistently engaging text, employing carefully-chosen language and features that demonstrate originality.
Level 5	10–12	Controlled skills • Writing is controlled and assured throughout. • Creates a distinctly new, original and effective text that engages throughout.

Level	Mark	Descriptor (A03)
	0	No rewardable material.
Level 1	1–2	Broad understanding • Basic understanding of contextual factors and genre conventions. • Limited consideration of how the text is received, with some attempt to craft a text for the given context.
Level 2	3–4	Detailed understanding • Clear understanding of contextual factors and genre conventions. • Clear awareness of how the text is received, with clear evidence of crafting the text for the given context.
Level 3	5–6	Consistent understanding • Consistent understanding of contextual factors and genre conventions. • Effective consideration of how the text is received, with confident crafting of the text for the given context.
Level 4	7–8	Discriminating understanding • Subtle and nuanced understanding of contextual factors and genre conventions. • Assured consideration of how the text is received, with confident and effective crafting of the text for the given context.

Question Number	Indicative content
2	Candidates will apply an integrated literary and linguistic method to their analysis. Text B - Audience: listeners and subscribers to the <i>Witness History</i> podcast or the BBC World service; regular followers of Ben Henderson's work; those with an interest in world affairs, travel or man-made disasters - Purpose: to share experiences of a disaster and its aftermath; to inform about the causes of the disaster; to focus on one person's experience of the event - Mode: a podcast based on a recorded spoken interview and archive spoken news coverage. Points of interest/comment might include: - follows the conventions of an entertaining but informative podcast genre and balances a human-interest story with factual information - references to numbers and statistical information; time and timescales; and geographical locations, e.g. '502 people died in the Sampoong disaster and almost a thousand were injured'; 'A large section of the five-storey building collapsed at 6 o'clock in the evening'; 'Seoul, the capital of South Korea' - a logical linear structure with regular switches between different types of speakers to maintain listener engagement - many spoken language features throughout; some indication that the language of the interviewee, Sun Minh Lee, is more spontaneous than that of the other speakers - a semantic field of disaster; figurative or emotive language to emphasise the horror of the event, e.g. 'killed', 'injured', 'explosion', 'escaped', 'collapse'; 'It was like a scene from a zombie movie'; 'I began to smell this awful scent of blood. Smell the blood everywhere' - use of present tense to set the initial scene, e.g. 'She's daydreaming, looking forward to going off to college that summer, then suddenly...' - foreshadowing from the presenter to build tension and drama, e.g. 'It may have seemed like...', 'What Sun Minh didn't know...', 'She'd be thankful for that call for the rest of her life'. Text C - Audience: readers of the <i>National Geographic News</i>; regular followers of Chris Rainier's work; those with an interest in world affairs, travel or natural disasters - Purpose: to share experiences of a disaster and its aftermath; to inform about the relief effort - Mode: a prepared first-hand account by a reporter published as an article online. Points of interest/comment might include: - follows genre conventions of reportage, and balances personal commentary and factual information, e.g. 'It's going to be interesting to see'; 'Hundreds of thousands of survivors are refugees' - references to numbers and statistical information; time and timescales; geographical reference points, e.g. '95,000 dead and 77,000 missing'; 'It's day 15 [January 10, 2005]'; '10 square miles [25 square kilometres]' - a logical linear structure with the use of a question as a subheading - some spoken language features, e.g. contractions, fronted conjunctions

- a semantic field of disaster; descriptive adjectives; figurative or emotive language to emphasise the horror of the scene, e.g. 'destroyed', 'refugees', 'flattened', 'corpse', 'dead'; 'monstrous', 'daunting', 'urgent'; 'looks like Hiroshima after the atomic bomb', 'something from a biblical disaster story or the sketches of Hieronymus Bosch'
- use of alliteration, e.g. 'don't die from disease'
- short simple sentences; asides by the author, marked by punctuation to add or insert information, e.g. 'The bottleneck is a challenge'; '—probably something like a hundred thousand people—'.

Points that discuss contextual factors:

Any reference the candidate makes to context must be relevant and appropriate to the question. These may include:

- both texts explore the devastating impact of a disaster. However the Sampoong Department Store collapse was a man-made disaster, seemingly due to human incompetence, whereas the tsunami in Banda Aceh was a natural phenomenon
- in both texts, a journalist reports on a disaster in a country that may be foreign to them and to the audience; we are all observers. In Text B, the audience is given a much more personal, individual account of the disaster from one survivor who describes her ordeal. Chris Rainier does not mention individuals, only 'people' in general
- Chris Rainier's reportage is written on day 15 of the disaster and, as such, is limited to the information known at that point. Ben Henderson's podcast was made 28 years after the collapse of the department store with greater context and knowledge
- Text B focuses mainly on the events of the disaster itself, and Sun Minh's experience as she tried to escape, whereas Text C focuses more on the relief effort in the aftermath of the disaster.

AO4 - Points that link or differentiate Text B and Text C might include:

- the similar sense of horror experienced by the 'witnesses' to the disasters: Chris Rainier and Sun Minh Lee
- Text C has a tone of hope, despite the horror, due to Chris Rainier's positive description of the relief effort; Sun Minh Lee was lucky to survive the Sampoong disaster, but there is a tone of sadness that so many of her friends died
- in Text B it is made clear that the South Korean government was to blame for this and several other man-made disasters, and that the owner of the department store could have prevented the loss of life; in Text C no blame is apportioned for a natural disaster, instead national and international organisations are praised for their relief efforts
- although the genre of the two texts is different, and Text B uses three voices to tell the story of the disaster rather than one, both texts have a mixed mode: in Text B much of the language would have been preplanned in written mode and then spoken; in Text C it may have been spoken first and then written into an article.

These are suggestions only. Accept any valid alternative response.

Please refer to the Specific Marking Guidance when applying this marking grid.

AO1 = bullet point 1

AO2 = bullet point 2

AO3 = bullet point 3

Level	Mark	Descriptor (AO1, AO2, AO3)
	0	No rewardable material.
Level 1	1–3	Recalls information - Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant concepts, methods and terms and makes frequent errors and technical lapses. - Uses a highly-descriptive or narrative approach or paraphrases. Shows little understanding of writer's/speaker's craft. - Little reference to contextual factors. Has little awareness of significance and influence of how texts are produced and received.
Level 2	4–6	Broad understanding - Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant concepts, methods and terms that show broad understanding, although there are frequent lapses. - Gives surface reading of texts. Applies broad understanding of writer's/speaker's craft. - Describes basic contextual factors. Links between significance and influence of how texts are produced and received are undeveloped.
Level 3	7–9	Detailed understanding - Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant concepts, methods and terms accurately and written expression is clear. - Demonstrates knowledge of how meanings are shaped in texts. Shows clear understanding of writer's/speaker's craft. - Explains range of clear contextual factors. Able to make relevant links to significance and influence of how texts are produced and received.
Level 4	10–12	Consistent application - Consistent analysis supported by relevant examples. Careful application of appropriate concepts, methods and terminology. Structure of response is organised effectively. - Displays a secure understanding of how meanings are shaped in texts. Provides evidence of effective and consistent understanding of writer's/speaker's craft. - Displays consistent awareness of contextual factors. Makes inferences and links between the significance and influence of how texts are produced and received.
Level 5	13–15	Discriminating application - Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate concepts, methods and terminology. Structures writing in consistently appropriate register and style. - Displays discriminating evaluation of how meanings are shaped in texts. Shows a critical understanding of writer's/speaker's craft. - Evaluates context by looking at subtleties and nuances of how texts are produced and received. Analyses multi-layered nature of texts in a discriminating way.

Please refer to the Specific Marking Guidance when applying this marking grid.

Level	Mark	Descriptor (A04)
	0	No rewardable material.
Level 1	1–3	Approaches texts as separate entities with limited recall of concepts and methods.
Level 2	4–6	Notices obvious similarities, differences between the texts, informed by basic recall of concepts and methods.
Level 3	7–9	Explains a range of connections between texts, informed by some relevant concepts and methods.
Level 4	10–12	Displays a consistent awareness of connections across texts, informed by carefully selected concepts and methods.
Level 5	13–15	Analyses connections across texts using an integrated approach, informed by critical application of concepts and methods.