

Please check the examination details below before entering your candidate information

Candidate surname

Other names

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

Centre Number

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Candidate Number

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Friday 5 June 2020

Morning (Time: 2 hours 5 minutes)

Paper Reference **1EN0/02**

English Language

Paper 2: Non-fiction and Transactional Writing

You must have:

Reading Texts Insert (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 and 20 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 96.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

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

Turn over ►

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SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1

2

(Total for Question 1 = 2 marks)

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

You may use your own words or quotations from the text.

1

2

(Total for Question 2 = 2 marks)

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3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

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(Total for Question 3 = 15 marks)



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Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

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(Total for Question 4 = 1 mark)

5 From lines 22–24, identify **one** thing an athlete needs.

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.....

(Total for Question 5 = 1 mark)



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6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

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(Total for Question 6 = 15 marks)



**Question 7 is about Text 1 and Text 2. Answer both parts of the question.
Refer to both texts in your answers.**

Write your answer in the space provided.

7 (a) The two texts show events at the Olympic Games.

What similarities do these events share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

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(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

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(Total for Question 7 = 20 marks)

TOTAL FOR SECTION A = 56 MARKS



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SECTION B BEGINS ON THE NEXT PAGE.



SECTION B: Transactional Writing

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

Write your answer in the space provided.

EITHER

***8** Write a review of an interesting or exciting event you have seen.

In your review, you could include:

- details of the event
- what made the event interesting or exciting
- other people's views of the event

as well as any other ideas you might have.

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

(Total for Question 8 = 40 marks)

OR

***9** 'Competition in sport, or in any area of life, is not good for anyone.'

Write an article for a magazine in which you express your views on competition.

In your article, you could include:

- areas of life where people are competitive
- positives of competition
- negatives of competition

as well as any other ideas you might have.

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

(Total for Question 9 = 40 marks)

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

Chosen question number: **Question 8** **Question 9**

Write your answer to Section B here:

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TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 96 MARKS



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

Friday 5 June 2020

Morning (Time: 2 hours 5 minutes)

Paper Reference **1EN0/02**

English Language

Paper 2: Non-fiction and Transactional Writing

Section A: Reading Texts Insert

Do not return the Insert with the Question Paper.

Advice

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

Turn over ►

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

TEXT 1

Extract from 'Collision Course: The Olympic Tragedy of Mary Decker and Zola Budd' by Jason Henderson (2016).

This edited extract, written by British sports writer Jason Henderson, describes two runners crashing into each other at the 1984 Olympic Games in Los Angeles, United States of America. Mary Decker was the world champion running for the USA. Zola Budd was a teenage athlete, who ran barefoot, representing Great Britain.

Struggling to keep her balance, Zola's pencil-thin left leg flicked out sideways, tangling with Mary's right leg and the American stumbled as if she had caught her feet on a trip wire, plunging forward violently with a thud onto the grass on the inside of the track. Around the arena, spectators gasped in horror. In the press seats, hundreds of journalists yelled in unison "she's down!" in a dozen different languages.

5

"Mary didn't respond immediately to my change of pace and when I saw she wasn't coming with me as I picked up the pace I cut inside," recalled Zola. "There was still a bit of bumping - but I didn't see Mary's fall and my conscience is clear." When the tumble took place, Mary was in Zola's blind spot. Straight after the collision, though, Zola glanced sharply to her left to see what had happened, slowing down in the process as Puică* and Sly** stormed past her to take the lead.

10

Immediately, Mary was surrounded by medics who began examining the injured left hip. Not that this mattered now. Mary's pain was probably more mental than physical as it dawned on her that her chance to win gold had disappeared in a flash. Back in the race, Zola quickly regained the lead ahead of Sly and Puică, as the three had broken clear from the rest of the field in the melee***.

15

Now running with a gash on her left leg – a bloody reminder of the incident – and tears in her eyes, Zola intuitively realised someone had fallen but claimed she was not completely certain who until she completed a further lap and approached the point where Mary was lying, at this stage on her back, in floods of tears and surrounded by medics and cameramen.

20

"As Zola came past the scene of the accident, she glanced down at her crumpled idol," wrote the Daily Mail. "She seemed mesmerised by it, as we are mesmerised by the mangled wreckage on a motorway hard shoulder. She looked as stunned as someone who had slashed the Mona Lisa in a moment of madness."

25

Amid the chaos, Sly and Puică kept their cool. The crowd's boos were breaking Zola's spirit, but her British team-mate and the Romanian were focused on winning medals. "I told myself not to be disturbed by the commotion," said Sly, "and to think only of winning the gold medal. After the Decker incident I realised a big gap had opened up and this was the chance."

30

With a lap-and-a-half to go, Sly again challenged for the lead, in a similar fashion to the way she did before Mary's fall. Only this time she was more decisive and coming into the home straight with just over a lap to go, she surged past Zola into the lead with Puică following. "Out in the lead I felt inspired," said Sly. "I was prepared to die for victory."

Zola instantly began to drop back and within a few seconds was 20m behind. Now there were only two athletes capable of winning – Sly and Puică – a scenario no one had predicted.

35

Sensing victory, Puică ran her final lap to win as Sly took a hard-fought silver medal. Still in third with 200m to go, a disconsolate Zola tailed off to finish a weary seventh after virtually jogging her final 400m. It was almost as if she was postponing the moment when a fresh nightmare of accusation and counter-accusation would begin.

40

*Puică** – Maricica Puică, a Romanian athlete

*Sly*** – Wendy Sly, a British athlete

*melee**** – a confused scuffle

Read the text below and answer Questions 4-7 on the Question Paper.

TEXT 2

Extract from 'The First Four Minutes' by Roger Bannister (1955).

This edited extract is taken from Sir Roger Bannister's autobiographical account of how he became the first man to run a mile in under four minutes. In this extract he describes his experience in the Olympic Games in 1952 in Helsinki, Finland. He went on to become one of the most famous sportsmen in history and was knighted in 1975.

I felt great admiration for the winner as he climbed the Olympic podium. He was a worthy victor, tougher as well as faster than the rest of us. I knew his happiness must be without limit. He was strong and courageous, and fortune had smiled on him. No one could begrudge* him his success.

Many things could have gone wrong before we even reached the final. The ordeal was now over, and in the great joy of that single moment the agony of the previous week was quite forgotten. I had found new meaning in the Olympic words that the important thing was not the winning but the taking part – not the conquering but the fighting well. All week I had seen the interplay of success and failure, and felt no bitterness at the outcome of my own race. My only chance to win an Olympic title was over. I had seen some who had been beaten when with a luckier position they might have won. Others had won and I had been happy for them. 5 10

There was some criticism in the British press over my failure. Britain had not won a gold medal on the track, and I was the last chance. Some writers were more considerate, and asked how coming fourth in a race of this kind, and breaking the Olympic record, could possibly be called failure. One writer ended his criticism with, 'I feel like suing British athletes for breach of promise.' 15

To me it was failure – when the immediate joy of relief had faded. But what use was there in revealing the speed of my last time trial before the games? If one fails in the Olympics there is no second chance – the years of waiting would seem an eternity of hopelessness. Any attempt to explain away a disappointment is taken as an admission of failure. 20

The games were a great success. No nation can wreck the Olympic movement, when to run costs an athlete no more than food and shelter, a pair of running shoes, and willingness to drive himself to the furthest limit of exhaustion.

After the games there was a post-mortem on the corpse of British sport. Cure-alls are as common in sport as they are in matters of health. Could we convince ourselves that we had not failed, that it was merely the astonishing ability of the others to beat us? If we keep our own attitude other countries will respect us more and we shall still enjoy our sport. 25

The Helsinki Olympic Games were a turning point in my life, in more ways than one. Until then I had on the whole been successful in all the races that mattered to me. I do not find it easy to be overconfident, but an Olympic victory might easily have made me so. My opponents were stronger, physically and psychologically. I was not able to bear the responsibility thrust on my shoulders, the terrible burden of having to win. I had tried to bear it alone by developing an attitude of isolation without any buffers** between myself and success or failure. 30 35

*begrudge** – resent, be jealous of
*buffers*** – barriers, shields

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Sources:

Text 1: 'Collision Course: The Olympic Tragedy of Mary Decker and Zola Budd', Jason Henderson, Birlinn.

Text 2: 'The First Four Minutes', Roger Bannister, The History Press.

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