

GCSE (9-1) English Language

Paper 2: Non-fiction and Transactional Writing



SPECIMEN PAPERS (SET 1)

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language
Paper 2 (1EN0/02)

Introduction

This specimen paper has been produced to complement the sample assessment materials for Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language and is designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

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.
- 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 judgment 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 student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- 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 points are displayed 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 the Assessment Objective 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.
- Indicative content is exactly that – it consists of 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 fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

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

English Language

**Paper 2: Non-fiction and Transactional Writing
Section A: Reading Texts Insert**

Specimen Papers for first teaching
September 2015
Time: 2 hours

Paper Reference
1EN0/02

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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PEARSON

Read the text below and answer Questions 1–3 on the question paper.

TEXT 1

Extract from '127 Hours: Between a Rock and a Hard Place' by Aron Ralston (2004), an American climber.

Ralston goes hiking and climbing in a canyon. While climbing down a narrow canyon, a boulder crushed his right hand against the canyon wall. He had not informed anyone of his hiking plans.

Just below the ledge where I'm standing is a stone the size of a large bus tyre, stuck fast in the channel between the walls, a few feet out from the lip. If I can step onto it, then I'll have a nine-foot height to descend, less than that of the first overhang. I'll dangle off the stone, then take a short fall onto the rounded rocks piled on the canyon floor. Stemming across the canyon at the lip of the dropoff, with one foot and one hand on each of the walls, I traverse¹ out to the stone. I press my back against the south wall and lock my left knee, which pushes my foot tight against the north wall. With my right foot, I kick at the boulder to test how stuck it is. It's jammed tightly enough to hold my weight. I lower myself from the chimneying² position and step onto the stone. It supports me but teeters slightly. After confirming that I don't want to chimney down from the stone's height, I squat and grip the rear of the lodged boulder, turning to face back up canyon. Sliding my belly over the front edge, I can lower myself and hang from my fully extended arms, akin to climbing down from the roof of a house. 5 10

As I dangle, I feel the stone respond to my adjusting grip with a scraping quake as my body's weight applies enough torque³ to disturb it from its position. Instantly, I know this is trouble, and instinctively, I let go of the rotating boulder to land on the round rocks below. When I look up, the backlit stone falling toward my head consumes the sky. Fear shoots my hands over my head. I can't move backward or I'll fall over a small ledge. My only hope is to push off the falling rock and get my head out of its way. 15

The next three seconds play out at a tenth of their normal speed. Time dilates, as if I'm dreaming, and my reactions decelerate. In slow motion: The rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets⁴; the boulder then crushes my right hand and ensnares my right arm at the wrist, palm in, thumb up, fingers extended; the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm. Then silence. 20 25

My disbelief paralyses me temporarily as I stare at the sight of my arm vanishing into an implausibly small gap between the fallen boulder and the canyon wall. Within moments, my nervous system's pain response overcomes the initial shock. Good Christ, my hand. The flaring agony throws me into a panic.

¹ cross

² shuffling with your back against one wall and your feet against the other

³ rotating force

⁴ bounces off

Read the text below and answer Questions 4–7 on the question paper.

TEXT 2

Extract from 'Return of Shackleton from Weddell Sea' by the American Geographical Society (1916).

This is an extract from a journal, the *Geographical Review*, about Sir Ernest Shackleton's return from his attempt to cross the Antarctic. The journal gives details of his return after his ship, *Endurance*, sank.

The daily press of June 1 reported the arrival, on May 31, at Port Stanley in the Falkland Islands, of Shackleton and five men of his expedition. The practical absence of summer weather had prevented him from carrying out his plan of crossing the Antarctic Continent. When near the land, his vessel, the *Endurance*, was caught in the ice. It was impossible to release her; nor was it possible to land. From that time on, for eight months, the vessel drifted until she was crushed by the ice and finally sank. That the expedition was ultimately saved from disaster is due to the leader's determination and skill. The following account is based on his cablegram⁵ to the *New York World*, published in its issue of June 2. 5

On December 6, 1914, the expedition left South Georgia. On the 8th, heavy pack ice was encountered off the Sandwich Islands...and Coats Land was sighted on January 10, 1915. Subsequently a new land was discovered, with two hundred miles of coast line and large glaciers discharging into the sea. This was named Caird Coast in honor of James Caird, one of the supporters of the expedition... 10

...Abnormal weather conditions prevailed. Contrary to all expectations the temperature was below zero (Fahrenheit) in early February. By the end of the month it fell to minus 49 degrees, and the old and the young pack were cemented together. Even the animal life was affected by the severe weather, the seals migrating northward in great numbers. 15

The *Endurance* drifted in a southwesterly direction along the coast as far as what is probably the head of Weddell Sea, as indicated by Filchner's discovery in 1912 of the junction here of the main land-mass and the ice barrier...From here the drift took on a northwesterly course. 20

In June began the menace of ice pressure. During the following months the vessel experienced a foretaste of her final fate. On several occasions she was lifted bodily out of the ice; at first she stood the strain, but finally the screwing motion of the floes⁶ caused the ship's sides to open. The end came on October 27. The terrific pressure culminated in tearing out the stern and rudder posts, the main deck breaking upward and icebergs piercing the ship. She finally sank on November 20. 25

After a futile attempt to proceed, the party camped on the floe after saving all the provisions, equipment, and scientific data. From the place where the *Endurance* was crushed...the drift continued slowly northward. At the end of the year another attempt was made to go forward. In five days the party advanced only nine miles; the boat, which had to be hauled over the ice, would sink in because of the rotten surface. So the attempt was given up. 30

⁵ a message sent by cable

⁶ sheets of floating ice

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Sources:

Text 1: *127 Hours: Between a Rock and a Hard Place*, Aron Ralston, 2010, Simon & Schuster Ltd.

Text 2: *The Geographical Review* Vol. 2, No. 1 (July 1916), pp. 54-57, American Geographical Society

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Write your name here

Surname

Other names

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

Centre Number

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English Language

Paper 2: Non-fiction and Transactional Writing

Specimen Papers for first teaching
September 2015
Time: 2 hours

Paper Reference

1EN0/02

You must have:
Reading Text Insert

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 15 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 use of vocabulary, 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 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1** From lines 5–13, give **two** examples that suggest Aron Ralston thinks that he has secured his position well.

1

2

(Total for Question 1 = 2 marks)

- 2** Give **one** example from lines 17–19 of how Aron Ralston uses language to show how difficult it was for him as the stone falls.

Example from the text:

(1)

.....

.....

How the writer uses language in your example:

(1)

.....

.....

(Total for Question 2 = 2 marks)

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

Support your views with detailed reference to the text.

(15)

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(Total for Question 3 = 15 marks)



Read Text 2. Then answer Questions 4–7.

Write your answers in the spaces provided.

4 From lines 1–8, identify **one** reason why Shackleton’s crossing of the Antarctic failed.

.....

.....

(Total for Question 4 = 1 mark)

5 *By the end of the month it fell to minus 49 degrees, and the old and the young pack were cemented together.*

In this example, from lines 16–17, how does the writer use language to show how difficult the weather conditions were?

.....

.....

(Total for Question 5 = 1 mark)

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(Total for Question 6 = 15 marks)



(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about dangerous experiences.

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



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 the text for a speech you will give to your peers giving essential advice on personal safety.

In your speech, you could:

- consider what you think personal safety means
- consider what risks there may be for your peer group
- suggest things that people can do to keep themselves safe and why these may be useful

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 Write an article for a magazine about an interesting hobby or activity.

In your article, you could include:

- what the interesting hobby or activity is and who it appeals to
- facts or information about the hobby or activity
- what the positives and negatives of your chosen hobby or activity are

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



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Paper 2 Mark scheme

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

| Component | Assessment Objectives | | | | | | Total marks |
|---|-----------------------|-----|-----|-----|-----|-----|-------------|
| | A01 | A02 | A03 | A04 | A05 | A06 | |
| Component 2 – Non-fiction and Transactional Writing | | | | | | | |
| Question 1 | 2 | | | | | | 2 |
| Question 2 | | 2 | | | | | 2 |
| Question 3 | | 15 | | | | | 15 |
| Question 4 | 1 | | | | | | 1 |
| Question 5 | | 1 | | | | | 1 |
| Question 6 | | | | 15 | | | 15 |
| Question 7a | 6 | | | | | | 6 |
| Question 7b | | | 14 | | | | 14 |
| Question 8 or 9 | | | | | 24 | 16 | 40 |

Section A – Reading

| Question Number | AO1: Identify and interpret explicit information and ideas | Mark |
|-----------------|---|------------|
| 1 | <p>Accept any reasonable answers based on lines 5-13. Quotations and candidate's own words are acceptable.</p> <p>For example: <i>lock, tight, hold, support, confirming, fully.</i></p> | (2) |

| Question Number | AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views | Mark | | | | | | | | | | | | |
|---|---|------------------------|---|------------------------|---|---|---|---|--|--------------------|--|-----------------|--|------------|
| 2 | <p>Award 1 mark for a valid example from lines 17-19, and 1 mark for an example from the text. For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Example from the text:</th> <th style="text-align: center;">How the writer uses language in your example:</th> </tr> </thead> <tbody> <tr> <td>'consumes the sky' (1)</td> <td>the way the writer describes how big the falling stone is (1)</td> </tr> <tr> <td>'Fear shoots my hands over my head' (1)</td> <td>the writer uses personification of fear (1)</td> </tr> <tr> <td>'falling' / 'consumes' / 'shoots' / 'move' / 'fall' / 'push' (1).</td> <td>the writer uses lots of verbs to show how he is having to move quickly (1)</td> </tr> <tr> <td>'My only hope' (1)</td> <td>the writer uses language to show how he is in danger (1)</td> </tr> <tr> <td>'fall(ing)' (1)</td> <td>the writer uses repetition to emphasise that there is only one way to move (1)</td> </tr> </tbody> </table> | Example from the text: | How the writer uses language in your example: | 'consumes the sky' (1) | the way the writer describes how big the falling stone is (1) | 'Fear shoots my hands over my head' (1) | the writer uses personification of fear (1) | 'falling' / 'consumes' / 'shoots' / 'move' / 'fall' / 'push' (1). | the writer uses lots of verbs to show how he is having to move quickly (1) | 'My only hope' (1) | the writer uses language to show how he is in danger (1) | 'fall(ing)' (1) | the writer uses repetition to emphasise that there is only one way to move (1) | (2) |
| Example from the text: | How the writer uses language in your example: | | | | | | | | | | | | | |
| 'consumes the sky' (1) | the way the writer describes how big the falling stone is (1) | | | | | | | | | | | | | |
| 'Fear shoots my hands over my head' (1) | the writer uses personification of fear (1) | | | | | | | | | | | | | |
| 'falling' / 'consumes' / 'shoots' / 'move' / 'fall' / 'push' (1). | the writer uses lots of verbs to show how he is having to move quickly (1) | | | | | | | | | | | | | |
| 'My only hope' (1) | the writer uses language to show how he is in danger (1) | | | | | | | | | | | | | |
| 'fall(ing)' (1) | the writer uses repetition to emphasise that there is only one way to move (1) | | | | | | | | | | | | | |

In responses to the following question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses.

Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.

| Question Number | Indicative content |
|-----------------|--|
| 3 | <p>Reward responses that analyse how the text uses language and structure to interest and engage readers.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> • the use of personal pronouns: repetitive use of 'I' creates a sense that the events are personal • the language used creates drama/suspense: 'It supports me but teeters slightly' suggests that something is going to happen • references to time show the speed of events and create suspense: 'The next three seconds play out at a tenth of their normal speed' • alliteration is used to create interest: on 'the round rocks below'; 'rock ricochets' • use of emotive language conveys the writer's feelings and physical pain: 'the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm' • technical language, 'traverse', 'chimneying', 'torque', is used to show that he is an expert in climbing and has done this before, creating confidence in him • religious language is used to express extreme emotion: 'Good Christ, my hand'. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> • use of punctuation shows the slowing down of time and his reactions: '...with my arm in tow...My disbelief paralyses me temporarily as I stare at the sight of my arm vanishing into an implausibly small gap...' • the extract starts with confidence that Ralston knows what he is doing (the first paragraph shows words like 'lock', 'tight', 'confirming'), but then he ends the second paragraph with a sentence beginning with 'My only hope', showing the building of suspense • the use of short sentences emphasises the stressful situation and the physical pain: 'Then silence', 'Good Christ, my hand' • lists are used to show how much action is happening: 'The rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets; at the wrist, palm in, thumb up, fingers extended'. |

| Level | Mark | AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views |
|----------------|-------------|--|
| | 0 | No rewardable material. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Limited comment on the text. • Identification of the language and/or structure used to achieve effects and influence readers. • The use of references is limited. |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • Comment on the text. • Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. • The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</p> |
| Level 3 | 7–9 | <ul style="list-style-type: none"> • Explanation of the text. • Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 10–12 | <ul style="list-style-type: none"> • Exploration of the text. • Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. • The selection of references is detailed, appropriate and fully supports the points being made. |
| Level 5 | 13–15 | <ul style="list-style-type: none"> • Analysis of the text. • Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made. |

| Question Number | AO1: Identify and interpret explicit information and ideas | Mark |
|-----------------|--|------------|
| 4 | <p>Accept any reasonable answer based on lines 1-8. Quotations and candidate's own words are acceptable. For example:</p> <ul style="list-style-type: none"> • 'The practical absence of summer weather' • the ship was trapped in the ice • the ship 'was crushed by the ice and finally sank'. | (1) |

| Question Number | AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views | Mark |
|-----------------|--|------------|
| 5 | <p>Accept any reasonable answer based on the example given. Do NOT accept an example without an explanation. For example:</p> <ul style="list-style-type: none"> • giving the exact temperature emphasises how cold it was (1) • using adjectives 'old' and 'young' suggests that the ice packs keep on growing and expanding (1) • 'cemented together' emphasises that the ice was solid and unbreakable (1). | (1) |

| Question Number | Indicative content |
|-----------------|---|
| 6 | <p>Reward responses that evaluate how successfully the writer engages the audience through the description of the expedition.</p> <p>References to writer’s techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the opening of the extract indicates that the events described are from Shackleton's own words, showing an expert voice • the opening of the extract looks back on the destruction of the ship through natural causes, which creates a sense of tension in the reader to know how it happens • the writer emphasises the geographical locations in the extract which would interest readers who want to know about specific details: ‘off the Sandwich Islands’, ‘Caird Coast’ • the writer emphasises dates in the extract which would interest readers who want to know about specific details • the reader would feel that the expedition was ‘breaking new ground’ as the event of finding a new land is described • it is clear exactly the direction and location of the expedition through references to setting (‘southwesterly direction along the coast as far as what is probably the head of Weddell Sea’, ‘a northwesterly course’), and this would interest a geographer • the difficulty of the expedition is carefully crafted throughout the extract • the description of the sinking of the ship towards the end of the extract (‘She finally sank’) puts across how the destruction has been building through the extract • structure is manipulated in the extract as the writer reflects on the failed expedition at the beginning and the end. <p style="text-align: right;">(15 marks)</p> |

| Level | Mark | AO4: Evaluate texts critically and support this with appropriate textual references |
|----------------|-------------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited. |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • Comment on ideas, events, themes or settings. • Straightforward opinions with limited judgements are offered about the text. • The selection of references is valid, but not developed. |
| Level 3 | 7–9 | <ul style="list-style-type: none"> • Explanation of ideas, events, themes or settings. • Informed judgement is offered about the text. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 10–12 | <ul style="list-style-type: none"> • Analysis of ideas, events, themes or settings. • Well-informed and developed critical judgement is offered about the text. • The selection of references is appropriate, detailed and fully supports the points being made. |
| Level 5 | 13–15 | <ul style="list-style-type: none"> • Evaluation of ideas, events, themes or settings. • There is a sustained and detached critical overview and judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the points being made. |

| Question Number | Indicative content | |
|-----------------|---|--|
| 7a | <p>Students must draw on BOTH texts to access marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both expeditions show something being trapped: Ralston's arm is trapped by the boulder and the <i>Endurance</i> is trapped by the ice • both expeditions are well-prepared: Ralston checks the route before starting down and the team from the <i>Endurance</i> save 'provisions, equipment and scientific data'. • both expeditions reveal that the people on it demonstrate knowledge of their craft in the technical language they use, showing expertise: 'traverse', 'chimneying', 'torque', 'floe(s)', 'stern and rudder posts' • both focus on time: Ralston talks of how time slows down as the accident happens, ('Time dilates, as if I'm dreaming') and the dates in Text 2 shows how little progress is made over a long period of time • both men know when danger is imminent: Ralston does not move backwards in case he falls over the ledge and Shackleton's team knows when to give up an attempt to move forward • both sets of explorers react in the face of danger: Ralston covers his head as the rock falls and Shackleton's team save what they can from the shipwreck • both expeditions experience a feeling of failure or helplessness: Ralston states his disbelief at what happens 'paralyses me temporarily' and the Journal identifies that the weather prevents Shackleton from 'carrying out his plan of crossing the Antarctic Continent'. <p style="text-align: right;">(6 marks)</p> | |
| Level | Mark | A01 (Bullet 2): Select and synthesise evidence from different texts |
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Limited understanding of similarities • Limited synthesis of the two texts • The use of evidence is limited. |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Sound understanding of similarities • Clear synthesis of the two texts • The selection of evidence is valid but not developed and there may be an imbalance. |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Detailed understanding of similarities • Detailed synthesis of the two texts • The selection of evidence is appropriate and relevant to the points being made. |

In responses to the following question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.

| Question Number | Indicative content |
|-----------------|---|
| 7b | <p>Reward responses that compare how each writer presents the dangerous experiences.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both texts show the effect of the danger: Text 1 shows how the writer's hand is trapped and Text 2 shows how the ship is trapped • Text 1 shows what happens when you are alone on an expedition whereas Text 2 shows how the experience is when you are the leader of an expedition and you have to get others to safety and work as a team • the texts show the emotional and physical effect of the danger. Text 1 shows the effect on the writer's feelings: disbelief, pain, shock and agony and Text 2 describes the sinking of the ship in physical terms: 'a foretaste of her final fate', 'she was lifted bodily out of the ice' 'she stood the strain' • even though each text shows the experience of the explorers in their knowledge of technical/geographical terms, the experiences still end up being dangerous, showing that preparation is not necessarily helpful • both texts show that the danger comes from something natural: ice floes and a loose boulder • both texts use time to build up the dangerous experiences: in Text 1 by talking about the speed of events and in text 2 to show how slow the events are and the progress made. |

| Level | Mark | A03: Compare writers' ideas and perspectives, as well how these are conveyed, across two or more texts |
|----------------|-------------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited. |
| Level 2 | 3–5 | <ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</p> |
| Level 3 | 6–8 | <ul style="list-style-type: none"> • The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 9–11 | <ul style="list-style-type: none"> • The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made. |
| Level 5 | 12–14 | <ul style="list-style-type: none"> • The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts, they are discriminating, and clarify the points being made. |

Section B – Transactional Writing

Refer to the writing assessment grids at the end of this section (when marking Question 8 and 9)

| Question Number | Indicative content |
|-----------------|---|
| *8 | <p>Purpose: to write a speech to advise and inform.</p> <p>Audience: the writing is for the candidate's peers. The focus is on communicating ideas about how to stay safe. This can involve a range of approaches.</p> <p>Form: the response should be set out as a speech using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none">• explain what personal safety means: using technology safely, travelling safely, safety of personal items, health and safety• identify risks there may be to the peer group: personal danger, internet dangers such as identity theft, risks to young people of bullying and isolation• identify things that people can do to keep themselves safe, such as keeping devices out of sight when travelling, being aware of surroundings, keeping people informed of how and when they are travelling, keeping possessions safe, staying in contact• give reasons why these may be useful in helping you stay safe: they decrease risk, do not draw attention to people, there is safety in numbers. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p> |

| Question Number | Indicative content |
|-----------------|--|
| *9 | <p>Purpose: to write an article for a magazine – informative/persuasive.</p> <p>Audience: magazine readers. Candidates can choose which magazine they are writing for. The focus is on communicating ideas about an interesting hobby or activity. This may involve a range of approaches.</p> <p>Form: the response should be set out effectively as an article which could make some use of sub-headings and bullet points. Candidates do not have to include features of layout like columns or pictures, but should use features that will help organise the article. Credit should be given to those answers that use stylistic conventions of a magazine article: this may have various forms but must include a heading, an introduction to the hobby or activity, a summary of the issues or ideas being considered, and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • identify what the interesting hobby or activity is: this may include a popular or extreme sport, collecting interesting items or an activity for a particular age group or gender • give some interesting things about the hobby or activity: whether it is solo or team, what equipment is used, how much it costs, where people do it • comment on who this hobby or activity appeals to: age, gender, nationality • identify what the positives and negatives of the hobby or activity are: fitness, danger, skills learnt, cost, working with others. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p> |

Writing assessment grids for Question 8 and Question 9

| A05: <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • provides no rewardable material |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • offers a basic response, with audience and/or purpose not fully established • expresses information and ideas, with limited use of structural and grammatical features |
| Level 2 | 5–9 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

A06: 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 | <ul style="list-style-type: none"> provides no rewardable material |
| Level 1 | 1-3 | <ul style="list-style-type: none"> uses basic vocabulary, often misspelled uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures |
| Level 2 | 4-6 | <ul style="list-style-type: none"> 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 |
| Level 3 | 7-9 | <ul style="list-style-type: none"> 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 |
| Level 4 | 10-12 | <ul style="list-style-type: none"> uses a wide, selective vocabulary with only occasional spelling errors positions a range of punctuation for clarity, managing sentence structures for deliberate effect |
| Level 5 | 13-16 | <ul style="list-style-type: none"> 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. |

