Pearson Edexcel

Mark Scheme (Results)

November 2022

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

in English Language (1EN0)

PAPER 1: Fiction and Imaginative 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.

Specific Marking Guidance

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.
- 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.

Placing a mark within a level

- 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 descriptors in that 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.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

Paper 1 Mark scheme

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

Component	Assessment Objectives						Total marks
	AO1	AO2	AO3	AO4	AO5	AO6	
Component 1 – Fiction and Imaginative Writing							
Question 1	1						1
Question 2	2						2
Question 3		6					6
Question 4				15			15
Question 5 or 6					24	16	40

Section A: Reading

Question Number	**AO1: Identify and interpret explicit and implicit information and ideas**	Mark
1	Accept responses based only on lines 1 to 4: *His face was lean and haggard, and the brown parchment like skin was drawn tightly over the projecting bones; his long, brown hair and beard were all flecked and dashed with white; his eyes were sunken in his head, and burned with an unnatural lustre*; while the hand which grasped his rifle was hardly more fleshy than that of a skeleton.* • rifle	**(1)**

Question Number	**AO1: Identify and interpret explicit and implicit information and ideas**	Mark
2	Accept any reasonable answer based on lines 5 to 9, up to a maximum of 2 marks. *As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt** face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit*** appearance. The man was dying — dying from hunger and from thirst.* **Quotations and candidate's own words are acceptable.** • he does not stand up straight, he leans • he is tall • 'the massive framework of his bones' • he has 'a wiry … constitution' • he is described as 'vigorous' • his face is 'gaunt' • his clothes are baggy • his limbs are 'shrivelled' • he appears to be 'senile' • he appears to be 'decrepit' • he is frail • he is dying (from hunger/thirst)	**(2)**

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 2 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	Reward all responses that explain how the writer uses language and structure to describe the man's journey and what happens when he puts down his bundle in lines 10–24. Responses may include the following points about the **language** of the text: • initial verb choice indicates the extent of his travel: 'journeyed' • adverb introduces an emotive element as his pain is physical and mental: 'painfully' • language of scale, mainly adjectival, used to indicate the vastness of the landscape: 'great salt plain', 'stretched before his eyes', 'distant', 'broad landscape' • use of metaphor to describe how inhospitable the landscape is: 'savage mountains' • double adjectives used for emphasis and additional detail: 'wild questioning eyes', 'small, scared face' • adverb and verb combination used to indicate immediacy and force of the girl's cries: 'Instantly there broke'. Responses may include the following points about the **structure** of the text: • the passage begins with the man's extreme physical pain and ends with the little girl's minor bump • the passage is structured as a contrast, moving from the vastness of the landscape to the 'grey parcel' and the smallness of the girl • repetition of 'hope' indicates the decline in his fortunes from a vestige of 'vain hope' to the emphatic, 'no gleam of hope' and repetition to emphasise the diminutive size of the girl, 'little' • use of listing to suggest the desperation of his search, 'North, and east, and west', and later to emphasise the girl's appearance, 'little speckled, dimpled' • use of thoughts spoken out loud to indicate the moment of acceptance • rhetorical question used to show the man's acceptance of his fate: 'Why not here' • use of simple sentence shows the girl's age and naivety of feeling: 'You've hurt me!' • use of exclamation mark for emphasis: 'You've hurt me!' **(6 marks)**

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	1–2	• 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. **NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.**
Level 2	3–4	• 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 3	5–6	• 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	Indicative content
4	Reward responses that evaluate how successfully the attempt to create sympathy for the man and the little girl is achieved. **References to the writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.** Responses may include: • the opening lines create a strong sense of sympathy as they successfully and graphically depict the effect that the landscape and the lack food and water has had upon a once-strong man • this strong sense of sympathy is also demonstrated through the use of simile to indicate the extreme dryness of his skin: 'parchment-like' • the characterisation is subtle - there is much to admire in the man and his inner strength is indicated by the 'unnatural lustre' in his sunken eyes • powerful simile is used comparing this once-strong and vigorous man as resembling 'a skeleton', later supported by the adjective 'gaunt', suggesting skeletal or cadaverous emaciation, creating sympathy • there is dramatic emphasis through the use of repetition and the dash, that the man is 'dying – dying from hunger and from thirst' • the second paragraph develops strongly by establishing how bleak their situation is, how unforgiving the landscape is and the absence of water, the symbol of life • the desperation of the situation is powerfully brought home by the man's 'wild questioning eyes' • the appearance of the little girl in this barren and inhospitable landscape is shocking, made more so by the man's calm acceptance of their imminent death • shock and sympathy are successfully created through the simple dialogue and the man's apology which is incongruous in the circumstances • some candidates may express different levels of sympathy for the man and the girl • the girl's pretty appearance is in marked contrast to the man's, suggesting how much he has cared for her, despite his dire situation; this may increase the reader's sympathy for him • there is a gentle suggestion that the man has sacrificed any food or water he might have had to the little girl, 'showed that she had suffered less than her companion', possibly increasing the reader's sympathy for the man • the touching scene where he kisses her injuries better emphasises her innocence and naivety, and so increases the sympathy of the reader for both of them • sympathy is powerfully created through the child's inability to comprehend that her mother has died, which is touching in the circumstances

	• a growing sense of horror and shock is successfully created through the man's use of euphemism to suggest their coming deaths which is not understood by the girl but is not lost upon the reader: 'I guess you'll see her before long', 'be patient awhile, and then you'll be alright' • the final paragraph, with its reference to heaven and the rapid and speedy arrival of the buzzards evokes a strong sense of sympathy in the reader. **(15 marks)**	
Level	Mark	**AO4: Evaluate texts critically and support this with appropriate textual references**
	0	No rewardable material.
Level 1	1–3	• Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited.
Level 2	4–6	• 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	• 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	• 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	• 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.

Section B: Imaginative Writing

Refer to the writing assessment grids at the end of this section when marking Question 5 and Question 6.

Question Number	Indicative content
***5**	**Purpose:** to write a real or imagined piece about a time when someone had to rely upon somebody else. This may involve a range of approaches, including: description, anecdote, speech, narrative and literary techniques. **Audience:** the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people. **Form:** the response may be narrative, descriptive or monologue. There should be clear organisation and structure with an introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements. **Responses may:** • write about relying on others such as parents and friends, developing a range of thoughts and feelings • write about more than a single event, or a time in their lives • use appropriate techniques for creative writing: vocabulary, imagery, language techniques • use a voice that attempts to make the piece interesting and believable for the chosen audience • demonstrate particular understanding of the form used • be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative, or a sustained single voice in a monologue. **(40 marks)** **(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)**

Question Number	Indicative content
***6**	**Purpose:** to write a real or imagined piece about a time when the writer did something adventurous. This may involve a range of approaches, including: description, anecdote, speech, narrative and literary techniques. **Audience:** the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people. **Form:** the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements. **Responses may:** • use the images to inspire writing; for example, some may choose to use the image of childhood fantasy, whilst others write about more practical and real examples of adventurous activities • choose to write about adventure arranged through school or some other form of club or activity • use any example of a moment in time, real or imagined, where adventure may have occurred • use appropriate techniques for creative writing: vocabulary, imagery, language techniques • use a voice that attempts to make the piece interesting and believable to the chosen audience • demonstrate particular understanding of the form used • be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative, or a sustained single voice in a monologue. **(40 marks)** **(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)**

Writing assessment grids for Question 5 and Question 6

AO5: • **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	• provides no rewardable material
Level 1	1–4	• 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	• 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	• 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	• 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	• 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.

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	• provides no rewardable material
Level 1	1–3	• uses basic vocabulary, often misspelled • uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4–6	• 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	• 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	• 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	• 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.