



Mark Scheme (Results)

Predicted Paper 2 – Set 1

Edexcel Level 1/Level 2

GCSE (9–1) in English Language (PA-1EN0/2-SET1)

Paper 2: Non-fiction and Transactional Writing

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

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 2 Mark Scheme

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

Assessment Objectives							Total marks
Component	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 7(a)	6						6
Question 7(b)			14				14
Question 8 or 9					24	16	40

Section A: Reading

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	Accept any two of the following answers, based on lines 3–6: • 'people are suffering' (1) • 'people are dying' (1) • '(Entire) ecosystems are collapsing' (1) • '(the beginning of a) mass extinction' (1)	(2)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any two phrases from lines 7–12: • 'How dare you continue to look away' (1) • '(the politics and solutions needed are) still nowhere in sight'(1) • 'saying that you're doing enough' (1) • 'You say you hear us ... I do not want to believe that' (1) • '(still) kept on failing to act' (1) • '(then you would be) evil' (1)	(2)

In responses to the 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	Reward responses that analyse how the writer uses language and structure to interest and engage the reader. Responses may include the following points about the language of the text: - the speech opens with short, blunt declaratives, 'This is all wrong', which immediately establish a confrontational, urgent tone and engage the reader by signalling that something is seriously wrong - the repeated rhetorical question 'How dare you?' functions as an accusatory refrain that directly challenges the audience of world leaders and forces the reader to share the speaker's outrage - direct address through the second-person pronouns 'you' and 'your', as well as in 'your empty words' and 'you all come to us', which positions the leaders as personally responsible - the emotive verb 'stolen' in 'stolen my dreams and my childhood' frames the leaders as thieves, creating sympathy for the young and provoking anger at the audience - the asyndetic triad 'People are suffering, people are dying. Entire ecosystems are collapsing' piles up catastrophic images to overwhelm the reader with the scale of the harm - the metaphor 'fairytale of eternal economic growth' belittles the leaders' priorities as childish make-believe and contrasts their fantasy with real suffering - the adjective 'empty' in 'empty words' conveys the hollowness and insincerity the speaker attributes to the leaders' promises - collective pronouns 'we', 'us' and 'my generation' are set against 'you', create an us-versus-them division that aligns the reader with the young and pits them against the leaders - the idiom 'the science has been crystal clear' stresses that the leaders' inaction is wilful rather than caused by ignorance - the conditional construction 'if you really understood... then you would be evil' traps the audience in a damning choice, intensifying the accusation - the dense use of statistics, 'a 50 percent chance', '1.5 degrees', '420 gigatons', '350 gigatons', 'less than 8 and a half years', lends factual authority and shows the speaker is informed rather than merely emotional - the colloquial phrase 'tell it like it is' makes the speaker sound blunt and honest, contrasting with the evasiveness she attributes to the leaders

Question Number	Indicative content
	- the metaphor 'The world is waking up' suggests a hopeful and unstoppable awakening, while also serving as a warning to the leaders - the noun 'betrayal' in 'starting to understand your betrayal' frames the relationship between generations as one of broken trust - the closing declarative 'change is coming whether you like it or not' ends on a tone of threatening certainty, leaving the reader with a sense of inevitability Responses may include the following points about the structure of the text: - the speech opens with a series of short, fragmented sentences, 'This is all wrong. I shouldn't be up here', which create an abrupt, arresting start that immediately unsettles the reader - the refrain 'How dare you?' recurs at intervals throughout the speech, structuring it into repeated waves of accusation and giving it a cohesive, building rhythm - rhetorical questions are positioned at key moments, 'How dare you continue to look away...?' and 'How dare you pretend...?', to repeatedly put the audience on trial - the focus widens structurally from the personal, 'my dreams and my childhood', to the global, 'Entire ecosystems' and 'mass extinction', enlarging the scope to show the scale of the crisis - there is a structural pivot from emotional appeal in the opening to a dense block of statistics in the middle, a shift from pathos to logos that makes the argument harder to dismiss - sentence length is varied deliberately, with short, punchy statements set against long, clause-heavy sentences packed with data, which controls the pace and creates variety in order to hold attention - the repeated structure of contrast, you versus we, words versus action, money versus lives, runs through the whole speech and organises the argument around opposition - the countdown structure of the figures, '420 gigatons' to 'less than 350 gigatons' to 'less than 8 and a half years', builds a ticking-clock progression across paragraphs - the speech escalates in intensity, moving from accusation, through evidence, to a closing warning, so that the tone hardens as it develops - the final paragraph builds to a climax through the listing 'right here, right now', ending the speech at its most forceful point - the closing short clause 'whether you like it or not' ends the whole speech on a note of defiance, leaving a lasting impression of resolve and need for change (15 marks)

Level	Mark	A02: 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	- 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	- 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. NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.
Level 3	7–9	- 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	- 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	- 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	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
4	Accept any reasonable answer based on lines 18–20: • 'recognise the challenges ahead' (1) • 'act now' (1) • '(the) commitment necessary to create a path to a happier and healthier future' (1) • 'leaving no one behind' (1)	(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	Accept any reasonable answer based on lines 3–11. Quotations and candidate's own words are acceptable: • '(likely to be) underestimated' (1) • '(damaging to many in the) long term' (1) • '(risks exacerbating) health and social inequalities' (1) • '(complex) psychological effects' (1) • '"disproportionate" impact on children and young people' (1)	(1)

Question Number	Indicative content
6	Reward responses that evaluate how successfully the writer shows that 'eco-anxiety' is a growing and serious problem for young people. References to 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 headline frames the topic as a burden through the verb 'weighs', while 'fear of environmental doom' establishes seriousness before the article begins in earnest; this is effective in signalling the writer's intent at the outset. - the opening sentence asserts that there is a 'growing toll on the mental health of children and young people', pairing the present participle 'growing' with the noun 'toll' to claim both increase and harm. - the writer's reliance on attributed expert opinion ('experts have warned', 'public health experts said') lends authority to the claim and is largely successful in making the seriousness feel evidenced rather than merely asserted blindly. - naming credible sources - Mala Rao and Richard Powell of Imperial College London, writing in the 'British Medical Journal' - anchors the argument in respected institutions, strengthening the persuasive force of the 'serious problem' claim. - the embedded definition of eco-anxiety as 'the chronic fear of environmental doom' is effective in helping the reader treat the phenomenon as a recognised condition rather than ordinary worry, reinforcing seriousness. - statistics evidence scale: the finding that 'more than half (57%)' of child psychiatrists are seeing distressed young people gives the 'growing' claim concrete, quantified support. - the adjective 'disproportionate' and the repeated focus on 'children and young people' sharpen the argument's relevance to the specified audience, successfully tying the seriousness to young people in particular. - the international survey of those 'aged 16 to 25', described as 'profoundly affecting huge numbers of these young people around the world', broadens the scope and supports the idea that the problem is widespread and growing. - high-impact and emotive phrasing - 'no future', 'humanity doomed', 'betrayal and abandonment' - conveys the depth of feeling and dramatises the seriousness, though a critical candidate may note these phrases are brief and unattributed to named individuals. - the qualifier that levels were 'likely to be underestimated' is a subtle but effective move, implying the problem is even larger than the data shows and thus amplifies both 'growing' and 'serious'. - the concession that eco-anxiety is 'not yet considered a diagnosable condition' could be read as undercutting the seriousness; many will judge that the immediate balancing clause, that 'recognition ... was increasing', turns the admission into a sign of credible, honest reporting.

Question Number	Indicative content
	- the intertextual reference to Greta Thunberg, and the quoted 'blah, blah, blah' and 'bunny hugging', links the abstract issue to a recognisable activist; some may evaluate this as adding topical weight, while others may argue it shifts focus from young people's anxiety toward political point-scoring, slightly weakening the central claim. - the projection that 'by 2030 carbon emissions are expected to rise by 16%' reinforces that the underlying cause is worsening; a discriminating response may question whether a statistic about emissions, rather than anxiety, fully serves the stated argument. - the journalistic third-person register, with consistent attribution ('they said', 'she said'), creates objectivity and authority that supports the 'serious problem' claim, though it is less emotionally immediate than a first-person account - a limitation some candidates may identify. - structurally, the article moves from a broad warning, through quantified evidence and named expertise, to causes (governmental 'betrayal') and finally to possible solutions; this clear organisation builds the case cumulatively and is effective overall. - the closing movement toward alleviation of eco-anxiety - access to 'the best and most reliable information', connecting 'more strongly with nature', and Marteau's advice on diet and transport - can be evaluated either as diluting the sense of crisis by offering reassurance, or as lending the piece a balanced, trustworthy authority on its central claim. - some candidates may conclude that the article is more successful in showing the problem is 'serious' (through expert testimony and statistics) than that it is measurably 'growing' (which rests largely on assertion and a single dated survey); such discriminating, two-sided judgement should be rewarded. (15 marks)

Level	Mark	A04: 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.

Question Number	Indicative content
7(a)	Candidates must draw on BOTH texts to access marks. Responses may include: • both texts show young people feel betrayed/abandoned by those in power: Text 1 - "young people are starting to understand your betrayal"; Text 2 - young people's "feelings of betrayal and abandonment by governments and adults" • both texts show young people fear they have no future: Text 1 - "You have stolen my dreams and my childhood"; Text 2 - governments "leaving young people with 'no future'" • both texts show an emotional/psychological toll: Text 1 - how "sad and angry" she is; Text 2 - a "growing toll on the mental health of children and young people" / "eco anxiety" • both texts show young people believe leaders/governments are failing to act: Text 1 - "the politics and solutions needed are still nowhere in sight"; Text 2 - "Governments were seen as failing to respond adequately" • both convey a sense of urgency: Text 1 - "change is coming whether you like it or not"; Text 2 - Rao and Powell highlight "the need to act now" • both use climate statistics to underline seriousness: Text 1 - "less than 8 and a half years"; Text 2 - "more than half (57%)" / emissions to "rise by 16%" • both present young people as a distinct group disproportionately affected: Text 1 - "We who have to live with the consequences"; Text 2 - the "disproportionate" impact on "children and young people" • both direct their concern outward at adults/leaders: Text 1 - the repeated "How dare you"; Text 2 - the focus on "governments and adults" failing them (6 marks)

Level	Mark	A04: Evaluate texts critically and support this with appropriate textual references.
	0	No rewardable material.
Level 1	1–2	• Limited understanding of similarities. • Limited synthesis of the two texts. • The use of evidence is limited.
Level 2	3–4	• 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	• 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
7(b)	Reward responses that compare how each writer presents ideas and perspectives about climate change. Responses may include: • both present young people as betrayed by those in power, but Text 1 delivers it first person and accusatory ("young people are starting to understand your betrayal") while Text 2 reports it third-person through research ("feelings of betrayal and abandonment by governments and adults") • both present leaders/governments as failing, but Text 1 confronts them through repeated rhetorical questions ("How dare you") whereas Text 2 attributes the criticism to surveys and experts, keeping a detached register ("Governments were seen as failing to respond adequately") • both use statistics, but for different effects: in Text 1 emotively, to provoke alarm ("less than 8 and a half years"); in Text 2 as journalistic evidence, to add credibility ("more than half (57%)", emissions to "rise by 16%") • the tone differs markedly: Text 1 is angry, impassioned and defiant ("How dare you", "we will never forgive you"); Text 2 is measured and informative ("experts have warned") • the voice/perspective differs: Text 1 is a single named young person speaking for her generation ("We who have to live with the consequences"); in Text 2 young people are the subject being studied, with authority given to adult experts (Rao, Powell, Marteau) • the writers' purposes differ: Text 1 aims to shame leaders and galvanise action / express defiance ("change is coming whether you like it or not"); Text 2 aims to inform a general readership about a public-health issue and offer hope • the structure and endings contrast: Text 1 ends on defiance and a threat ("we will never forgive you"); Text 2 ends constructively with solutions and optimism ("connect more strongly with nature", "greener choices") • both frame climate concern as emotional, but Text 1 expresses the emotion directly ("no matter how sad and angry I am") while Text 2 categorises and medicalises it as "eco-anxiety", the "chronic fear of environmental doom" • both present hope, but differently: Text 1's hope is defiant and collective ("The world is waking up"); Text 2's is practical and expert-endorsed ("the best chance of increasing optimism and hope") (14 marks)

Question Number	Indicative content
	- the texts share a frame of reference, since Text 2 directly quotes Thunberg ("blah, blah, blah", "bunny hugging"), placing both within the same climate movement despite their contrasting methods - both present young people as a distinct, disproportionately affected generation, but Text 1 through inclusive pronouns ("We", "us") and Text 2 through the language of research and inequality ("disproportionate" impact) (14 marks)

Level	Mark	A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–2	- 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	- 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. NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.
Level 3	6–8	- 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	- 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	- 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 Question 9.

Question Number	Indicative content
*8	Purpose: to write a section for a guide (within a resource pack) to inform and/or advise. Audience: the writing is for an audience of young people, in particular those who may be struggling with anxiety. The focus is on communicating ideas about eco-anxiety. This can involve a range of approaches. Form: the response should be set out as a section for a guide, using organisational features. The title is supplied and may be used; subheadings are acceptable. There should be clear organisation and structure with an introduction, development of points and a conclusion. An encouraging, supportive and accessible register suited to a young, anxious reader is appropriate. Responses may: • explain or describe the feelings young people may be experiencing as a result of the climate crisis, for example fear, worry, helplessness, grief, anger, guilt, or a sense of an uncertain future • offer practical things young people can do to feel better or take action, for example reducing their own environmental impact, making greener everyday choices, focusing on what is within their control, joining or forming groups with like-minded people, or connecting with and spending time in nature • describe ways young people can look after their mental health more generally, for example talking to a trusted adult, friend or professional, limiting time spent on distressing news or social media, keeping to routines, exercise, relaxation or mindfulness, and knowing where to seek further support • use organisational and stylistic features suited to a guide, for example direct address, an encouraging tone, signposting, rhetorical questions, reassurance and a clear advisory conclusion (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
*9	Purpose: to write a letter to a newspaper to inform and/or persuade (to give the writer's views in response to the headline). Audience: the editor and readership of a newspaper (a general readership). The focus is on communicating ideas and views about young people and 'sensitivity'. This can involve a range of approaches. Form: the response should be set out as a letter, using organisational features such as an appropriate opening/salutation (e.g. 'Dear Editor') and a suitable sign-off. There should be clear organisation and structure with an introduction, development of points and a conclusion. A persuasive and/or informative register pitched at a newspaper readership is appropriate. Responses may: • offer ideas about the problems young people are facing today, for example academic and examination pressure, financial uncertainty, social media and online life, climate change, and mental health challenges • comment on the opinions other generations hold about young people, for example that they are 'too sensitive', 'soft', lacking resilience, entitled or 'snowflakes'; responses may challenge, partly accept, or reframe these views • discuss ways attitudes to 'sensitivity', expressing emotions and/or mental health have changed, for example greater openness about mental health, reduced stigma, the value placed on emotional honesty, or shifts in how resilience is understood • give a clear personal viewpoint in response to the headline, which may agree, disagree or take a balanced position, supported by reasons, examples and rhetorical/persuasive devices appropriate to a letter (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 8 and Question 9

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	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

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	provides no rewardable material
Level 1	1–4	• Uses basic vocabulary, often misspelled • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	5–7	• 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	8–10	• 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	11–13	• 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	14–16	• 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.

