



Mark Scheme (Results)

Predicted Paper 1 – Set 2

Edexcel Level 1/Level 2

GCSE (9–1) in English Language (PA-1EN0/1-SET2)

Paper 1: Fiction and Imaginative 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.

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 the mark scheme

Component	Assessment Objective						Total marks
	A01	A02	A03	A04	A05	A06	
Component 1 - Fiction and Imaginative Writing							
Question 1	1						1
Question 2	2						2
Question 3		6					6
Question 4				15			15
Question 5 & 6					24	16	40

Section A: Reading

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	The answer must be taken from lines 1–4: • (afflicted with a) heart trouble Accept 'heart trouble' or 'afflicted with a heart trouble'. The identified word or phrase must be drawn from the text.	(1)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on the given lines, up to a maximum of 2 marks. She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her. Quotations and the candidate's own words are both acceptable. For example: • she wept at once / wept with sudden, wild abandonment • she wept in her sister's (Josephine's) arms • she went away to her room alone • she would have no one follow her	(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 responses that explain how the writer uses language and structure to show Mrs Mallard's changing thoughts and feelings as she resists and then surrenders to the emerging feeling in the given lines. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air. Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will — as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body. She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. Responses may include the following points about the language of the text: • use of personification, 'this thing that was approaching to possess her', presenting the emotion as an external force acting upon her against her will • a verb phrase conveys the intensity of her resistance: 'striving to beat it back with her will' • use of simile emphasises her helplessness: 'as powerless as her two white slender hands would have been' • adjectives are used to indicate her physical fragility, 'white' and 'slender', which reinforce the futility of her struggle • bodily imagery externalises the emotional transformation: 'Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body' • use of an oxymoron, 'monstrous joy', encapsulates the conflicted nature of what she feels • a powerful, polysyllabic adjective, 'exalted', ends this section, indicating that her perception is not merely clear but elevated to something almost spiritual.

Question Number	Indicative content
	Responses may include the following points about the structure of the text: • this extract is structured from fearful resistance, through the moment of surrender, to exhilarated acceptance • repetition of the whispered word, 'free, free, free!', forms the structural turning point of the extract, marking the pivot from terror to liberation • there is contrast between 'the vacant stare and the look of terror' and eyes that 'stayed keen and bright', signalling the reversal in her state of mind • there is use of sentence variety: the short, decisive sentence, 'They stayed keen and bright.', stands out against the longer surrounding sentences, mirroring her new clarity • the structural progression from 'a suspension of intelligent thought' to 'a clear and exalted perception' traces her awakening to self-realisation • the effect of the multi-clausal sentence describing the physical response, with its coordinating conjunctions, is to draw out the moment of transformation and to heighten the sense of the feeling spreading through her. (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 strong feelings in the reader 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 genuineness of her initial grief — she “wept at once, with sudden, wild abandonment” during a “storm of grief” — creates a more drastic contrast with her later relief - the natural imagery glimpsed through the “open window” — the “new spring life”, the “delicious breath of rain” and the “patches of blue sky” — functions as a symbol of renewal that contrasts pointedly with the news of death - the “physical exhaustion” that presses her down, set against her quickening pulse, conveys the tension between despair and awakening - the oxymoron “monstrous joy” captures the guilt and social taboo attached to her relief, and is often identified as the emotional centre of the extract - her resistance — “striving to beat it back with her will” — shows the feeling is not welcomed easily, making her eventual surrender human and moving rather than callous - the structural movement from “a suspension of intelligent thought” to “a clear and exalted perception” resolves the conflict persuasively - the whispered repetition “free, free, free!” dramatises the turning point with real force, while also combines both force and timidity - the earlier description of a face “whose lines bespoke repression and even a certain strength” prepares the reader for a woman who has long suppressed her own desires, and suggests that the conflicted emotions might come from the power of social expectation - some candidates may evaluate the rapidity of the transformation as evidence the extract's limitation in showing conflicting emotions - some candidates might suggest that the conflicted emotions generate sympathy in the reader (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	• 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 5	13–15	• 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.

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 received some unexpected news. 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 news that is joyful, shocking or life-changing, developing a range of thoughts and feelings • write about news received by themselves or by someone they know • 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 felt truly free. 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, with clear organisation and structure. Candidates may introduce some literary elements. Responses may: • use the images to inspire writing; for example, some may write about a literal escape or journey, whilst others explore an emotional or symbolic sense of freedom • write about a moment of release, independence or liberation, real or imagined • 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. (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

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 candidates:
	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 candidates:
	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 wide, selective vocabulary with only occasional spelling errors • positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 4	10–12	• 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 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

