



Mark Scheme (Results)

Predicted Paper 2 – Set 3

Edexcel Level 1/Level 2

GCSE (9–1) in English Language (PA-1EN0/2-SET3)

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.
- Plans (whether in the planning box provided for writing questions, or in the lined response area of the question paper/answer booklet) should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

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 the lines below: <i>I wouldn't say that the Christmases in our house when I was growing up in America in the 1950s were more refined or delightful or brimming with cheerful affection than in other households, but they were certainly more lively. This was almost entirely because my father had a rare and remarkable talent for testing the capacity of the human body to absorb electricity.</i> • that the Christmases were "lively" / full of energy (1) • that they were not especially "refined", "delightful" or full of "cheerful affection" (1) • amused / fond affection towards his father and the family occasion (1) • a sense of anticipation, excitement or entertainment / that it was a spectacle to watch (1)	(2)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on the following lines: <i>This was a long time ago, of course, and Christmas tree lights back then were a lot more potent and energised than they are now. Just plugging them in made the rest of the lights in the house flicker and dim. They came with bulbs the size of acorns, which got hot enough to melt skin if you were foolish enough to touch them, and the wires that connected them positively crackled with energy that seemed barely under control. They were forever shorting out and requiring close inspection, which is where my father's electrical conductivity tests came in. Whenever a string went dark, as they commonly did, my father would wade into the tree to try to fix things, often with a screwdriver in hand, and you knew it was showtime.</i> Quotations and candidate's own words are acceptable. For example: • the 'they were more "potent" / powerful / "energised" than lights are now (1) • plugging them in made the other lights in the house "flicker and dim" (1) • the bulbs were "the size of acorns" (1) • they got "hot enough to melt skin" if touched (1) • the wires "crackled" with energy / seemed barely under control (1) • they were "forever shorting out" and needed close inspection (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: • hyperbole exaggerates the father's electrocution for comic effect: "about five trillion volts", "actually become airborne" • the similes "light up like a medical X-ray" and "like someone lost in the woods" create vivid, absurd images • the metaphor of performance frames the scene as entertainment: "you knew it was showtime", "this demonstration" • a semantic field of danger and electricity ("terrific bang", "searing flash", wires that "crackled") sustains tension beneath the humour • the register mixes elevated diction ("arrayed") with colloquial asides ("you knew it was showtime") for ironic humour Responses may include the following points about the structure of the text: • the extract is organised as a sequence of self-deprecating comic set-pieces, building a rhythm of anticipation and pay-off • sentence lengths are varied: long, subordinated sentences accumulate comic detail, while short sentences deliver punchlines • the chronological movement from American childhood towards an adult English Christmas creates a clear before/after contrast • the closing focus narrows from broad cultural comparison to a single small object (the "modest" mince pie) for a reflective ending (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	AO1: Identify and interpret explicit and implicit information and ideas	Mark
4	Accept any reasonable answer based on the following lines. <i>The commercialisation of Christmas is not a new phenomenon. Retailers and advertisers have been perfecting their strategies to get us to spend more money over the holiday season for over two centuries. From the placement of Santa Claus in advertising campaigns to the introduction of Christmas villages in large department stores - as well as the increase in opening hours as we approach the day itself, those at the top of the consumerist chain know exactly what they must do in order to get us to buy into that magical Christmas cheer.</i> Quotations and candidate's own words are acceptable. For example: • placing Santa Claus / a Father Christmas figure in advertising campaigns (1) • creating "Christmas villages" / festive grottos in large department stores (1) • extending or increasing opening hours as the day approaches (1)	(1)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
5	Accept any reasonable answer based on the following lines. <i>While our thoughts of Christmas may consequently be limited to the beautiful displays and Christmas morning memories, we somehow neglect to consider the costs involved in curating the experience. Every year, millions of adults feel the unparalleled pressure to spend - a type of pressure that only the Christmas season seems to be able to bring about. On average people will spend £54,000 on Christmas over the course of their lifetime, with one-third of us relying on credit cards and going into debt to pay for it.</i> Quotations and candidate's own words are acceptable. For example: • people feel an "unparalleled pressure to spend" (1) • it is a pressure that "only the Christmas season" brings about (1) • people spend, on average, around £54,000 over the course of their lifetime (1) • many rely on credit cards / go into debt to pay for it (1)	(1)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas
6	Reward responses that evaluate how successfully the writer shows that Christmas has been damaged by consumerism. 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 striking statistic “£54,000... over the course of their lifetime” gives the argument authority and shock value, effectively conveying the scale of spending • the reframing of this as “enough money to put two children through university” makes the waste tangible and persuasive • emotive language (“guilt-tripped into debt”, “unparalleled pressure”) successfully conveys the emotional cost of consumerism • the social-media focus (the “highlight reel”, “pics or it didn’t happen”) feels current and relatable, strengthening the case • the concession that becoming “hyper-cynical” would “miss the point” adds balance and credibility, arguably making the argument more convincing • some candidates may argue the conclusion softens the claim, since the writer ultimately defends “generosity and love”, tempering the sense that Christmas is ‘damaged’ (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 present Christmas as failing to live up to expectation – Bryson’s is comic anticlimax; Pundit’s ideal is one people are “never able to live up to” • both emphasise the importance of family as opposed to gifts and extravagance: Bryson describes the memory with his sister, and Pundit concludes with a reminder of family as a precious part of Christmas • both value the simple or modest over the extravagant – Bryson’s “modest” mince pie; Pundit’s “generosity and love” over expensive gifts • both use a personal, first-person perspective to reflect on what Christmas really means (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 restoring the natural world. Responses may include: • Purpose and form: Bryson's is an autobiographical recollection that structures meaning through personal anecdote and entertains; Pundit's is a newspaper opinion article that builds a reasoned social argument and seeks to persuade • Overall perspective: Bryson is warm, nostalgic and self-mocking, presenting Christmas as personal comedy and wonder ("fascinating, full of surprises, drenched in centuries of tradition"); Pundit is analytical and critical, presenting it as a social problem ("has Christmas become corrupted and truly lost its meaning?") • Tone: Bryson's tone is affectionate and exuberant (his father would "actually become airborne"), whereas Pundit's is measured, concerned and campaigning ("millions of adults feel the unparalleled pressure to spend") • Methods – humour vs. data: Bryson relies on hyperbole and absurd comic imagery ("about five trillion volts", "he actually invented breakdancing", "light up like a medical X-ray"); Pundit relies on statistics and factual authority ("£54,000 ... over the course of their lifetime", "one-third of us relying on credit cards") • Relationship with the reader: both use the first person, but Bryson's "my father"/"my sister" draws the reader into an intimate family memory, while Pundit shifts to an inclusive "we"/"us" ("get us to spend", "we somehow neglect to consider the costs") to implicate the reader in a shared problem • Attitude to excess: both distrust Christmas excess, but Bryson gently mocks physical over-indulgence ("about the size of a cannonball ... drowning in melted cheese"), whereas Pundit condemns financial over-consumption and a "self-perpetuating cycle of materialism" • Idea of anticlimax / falling short: both present Christmas as failing to match its build-up — for Bryson "Christmas Day itself always came as something of an anticlimax"; for Pundit the season "is never able to live up to the media portrayals and societal expectations" • Structure: Bryson moves chronologically and geographically from a 1950s American childhood to an adult English Christmas ("Then I grew up and moved to England"), creating a before/after contrast; Pundit builds an argument from a rhetorical opening through causes (advertisers, film, social media) to a balanced resolution

Question Number	Indicative content
	• Openings: Bryson opens with comic understatement about the family being "more lively"; Pundit opens with seductive festive imagery ("Twinkling lights and big red bows") that she then interrogates ("But are pretty lights ... really all that Christmas is about?") • The media dimension: Pundit critiques how film and social media "normalise extravagant and unattainable celebrations" and foster a "'pics or it didn't happen'" attitude — a commercial/critical dimension largely absent from Text 1, where idealisation is affectionate and personal • Emotive method: Pundit's emotion exposes harm ("guilt-tripped into debt", feelings of "loneliness and stress"), while Bryson's emotion is comic and joyful ("a strange sense of joy and rapture washed over me") • Shared value – the simple over the extravagant: both locate real value in the modest and sincere — Bryson delights in a mince pie "so modest that you could hold it in the palm of your hand"; Pundit defends "the generosity and love essential to the season" over "buying for the sake of buying" • The place of family: both cherish togetherness — Bryson's warm image of watching his father "with a bowl of popcorn between us"; Pundit's closing appeal to "family" as something "we should cherish the most" • Endings: Bryson closes on a small personal epiphany ("And yet it was delicious. What a thrilling discovery."); Pundit closes on an outward-looking moral resolution urging balance rather than cynicism ("the values of empathy, generosity, love, and family") (14 marks)

Level	Mark	AO3: 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 the text for a speech to argue and/or persuade. Audience: the candidate's school or college. The focus is on persuading people to spend less on gifts at Christmas and to give their time to others instead. This may involve a range of approaches. 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. Candidates may use rhetorical devices, direct address and other conventions of spoken language. Responses may: - comment on the pressures people feel to spend money at Christmas, for example advertising, social expectation, gift-giving, or the fear of disappointing others - consider the value of giving time, kindness or help rather than expensive presents, for example volunteering, spending time with family, or supporting those in need - suggest ways that people could celebrate more simply, for example setting budgets, making gifts, arranging secret-Santa schemes, or focusing on shared experiences. (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 an article to inform and/or advise, sharing a point of view. Audience: magazine readers (a general readership). The focus is on communicating ideas about why 'the best traditions are the simplest ones'. This may involve a range of approaches. Form: the response should be set out as an article using organisational features. Some candidates may use stylistic conventions of an article such as a headline, subheadings or occasional use of bullet points. Candidates do not have to include features of layout like columns or pictures. There should be clear organisation and structure with an introduction, development of points and a conclusion. Responses may: • give information about a tradition or celebration that is important to the writer, for example festivals, family customs, or seasonal and cultural celebrations • explain why this tradition matters to the writer and their family or friends, for example memories, belonging, comfort, or a sense of identity • offer ideas about why simple traditions can mean more than expensive ones, for example the value of time together, meaning over cost, or lasting memories. (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	- Limited ability to communicate clearly, effectively and imaginatively. - 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	- Some ability to communicate clearly, effectively and imaginatively. - 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	- Clear ability to communicate clearly, effectively and imaginatively. - 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	- Secure ability to communicate clearly, effectively and imaginatively. - 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	- Sophisticated ability to communicate clearly, effectively and imaginatively. - 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	• Limited ability to write for clarity, purpose and effect. • Uses basic vocabulary, often misspelled • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	5–7	• Some ability to write for clarity, purpose and effect. • 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	• Sound ability to write for clarity, purpose and effect. • 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	• Secure ability to write for clarity, purpose and effect. • 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	• Sophisticated ability to write for clarity, purpose and effect. • 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.

