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Paper 2 — Non-fiction and Transactional Writing

November 2024 exam series

MARK SCHEME

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Mark Scheme (Results)

November 2024

Pearson Edexcel GCSE
In English Language (1EN0)
Paper 2: Non-fiction and Transactional 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.
- 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.

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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.

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Paper 2 Mark Scheme

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

	Assessment Objectives						Total marks
Component	**AO1**	**AO2**	**AO3**	**AO4**	**AO5**	**AO6**	
Component 2 – Non-fiction and Transactional Writing							
Question 1	2						2
Question 2	2						2
Question 3		15					15
Question 4	1						1
Question 5	1						1
Question 6				15			15
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

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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 given lines. *Summer vacations saw us in the Himalayas. My grandfather was a great believer in the health of his children and grandchildren, and he insisted on making this long journey every year. All relatives would meet in Delhi, and half a train would be booked to take us from Delhi to the foothills of the towering mountains. A fleet of cars was hired to transport us from there to six, seven, or eight thousand feet above sea level, where several houses were rented to accommodate us.* • (it was in) 'summer' (1) • every year (1) • 'in the Himalayas' (1) • the grandfather took charge of the holiday (1) • (it was a) 'long journey' (1) • 'relatives would meet in Delhi' (1) • they filled up 'half a train' (1) • they went from Delhi to the (foothills of the towering) mountains / (towering) mountains (1) • they travelled in a 'fleet of cars' (1) • they are 'six, seven or eight thousand feet above sea level' (1) • 'several houses were rented' (1)	**(2)**

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2 **...**	Accept any reasonable answer based on the given lines. *The ladies of the house, as well as numerous servants, spent many days preparing the food. Most of the packing, including pots and pans, the kettle to make tea, portable charcoal stoves, charcoal, disposable earthenware cups, cotton rugs, blankets, towels, serving spoons and plates, was done the night before, and at sunrise, when the mountains were still shrouded in an icy mist, porters, rickshaws* and horses were all assembled. First the porters were loaded with baskets of food and sent off with a party of servants.* **Quotations and candidate's own words are acceptable.** For example: • 'spent many days preparing the food' (1) • they do most of the packing the night before (1) • they gather many things to take with them (1) • they get up early (1) • 'porters, rickshaws* and horses were all assembled' (1) • the porters load up with baskets of food (1) • the porters and servants set off first (1)	**(2)**

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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 text uses language and structure to interest and engage the reader. Responses may include the following points about the **language** of the text: • the writer begins the extract with language that shows the large scale of the summer holiday activity (and the size of the family), adding to a sense of excitement and anticipation: 'All relatives', 'half a train would be booked', 'A fleet of cars', 'several houses were rented' • the use of first person, seen in the use of personal pronouns 'My' and 'I', creates a personal, nostalgic tone, and the plural pronouns 'us', 'we' and 'our' create a sense of a shared experience • emotive language demonstrates the closeness of these personal memories to the writer and her family: 'believer', 'insisted', 'passion', 'loved', 'robbed', 'hilarious' • the use of collective nouns creates depth and adds emphasis to the description: 'A fleet of cars' is a naval image, creating a sense of large numbers (hyperbole), while 'a party of servants' creates a sense of group enjoyment (ironic given they are servants), and 'beds of pine needles' creates a calming, natural image • the great height of the landscape is seen in the use of adjectives such as 'towering', 'six, seven, or eight thousand' • the writer uses language to demonstrate wealth and tradition at the time she was growing up: 'half a train would be booked', 'A fleet of cars was hired', 'numerous servants', 'loaded with baskets of food' • language is used to show the organisation and preparation involved in the family event: 'spent many days preparing the food', 'Most of the packing … was done the night before' • alliteration is used to emphasise and layer the details within the description: for example, the list of the items taken on the picnic, 'pots and pans', the travel, 'rode in the rickshaws', and the clothing worn, 'sweaters and shawls' • the use of terms connected to portability demonstrates the idea of a picnic, where an indoor meal is taken outdoors: 'portable charcoal stoves', 'disposable earthenware cups'. This contrasts with items associated with indoor cooking and eating, demonstrating the irony of a 'formal' picnic: 'the kettle to make tea', 'serving spoons and plates' • the description of the family leaving 'at sunrise, when the mountains were still shrouded in an icy mist' creates an evocative, nostalgic feeling • verbs associated with setting things up and putting them out connect the reader to the active experience of eating outside: 'assembled', 'loaded', 'Arrayed', 'reassemble' • formal, almost archaic, language style creates a sense of a nostalgic memory of traditional times, for example verbs such as 'Clad', phrases such as 'for a certain sum, we might pick …', 'were those of almond trees', 'tales of adventure and hilarious stories about our ancestors' • the violent metaphor 'slit open and robbed of their tender white flesh' indicates the writer's passion for the fresh produce and creates a sense of hunting and attacking

	• verbs in the semantic field of food demonstrate the theme of the memory and create interest in the process of food production: 'stuffed', 'cooked', 'tossed', 'seasoned', 'flavoured' • verbs ending '-ing' are used towards the end of the extract to show the contrasting activity of the older and younger family members: the older members are engaged in more sedate activities as they are 'napping', 'leaning' and 'gossiping', while the younger ones are more active and 'fishing, hunting … or sliding'. Responses may include the following points about the **structure** of the text: • the opening sentence of the extract is structured to create a sense of location, and the structure of verb and pronoun is repeated in the opening paragraph to show the organisation of the summer holidays for the group of relatives: 'saw us', 'transport us', 'accommodate us' • the writer uses some formal constructions which create a tone of respect and authority: 'the health of his children and grandchildren', 'the ladies of the house', 'a halt would be called', 'the children were permitted', 'eaten to the accompaniment', 'it was accompanied by mutthris' • the frequent repetition of the verb 'were' throughout the text indicates emphatically that this is a memory: 'were rented', 'were left', 'were all assembled', 'were permitted', 'were placed', 'were lit', 'were put out', 'were packed' • repetition of the adjective 'numerous' emphasises the idea of size and quantity: 'numerous servants', 'numerous stops' • rule of three is used to leave the reader with the memorable sense of the setting and events: 'six, seven, or eight', 'porters, rickshaws and horses', 'mangoes were placed in the stream to cool, fires were lit to heat certain dishes … and a large cotton rug was spread on the ground', 'whole fennel and cumin and fenugreek seeds', 'green beans seasoned with cumin seed, garlic, and lemon', 'fishing, hunting wild berries, or sliding on beds of pine needles' • lists are used by the writer to demonstrate the detail and range of items needed for the event: 'pots and pans, the kettle to make tea, portable charcoal stoves, charcoal, disposable earthenware cups, cotton rugs, blankets, towels, serving spoons and plates', 'porters, rickshaws and horses', 'meatballs stuffed with raisins and mint leaves; potatoes cooked with whole fennel and cumin and fenugreek seeds; chickpeas tossed with raw onions, ginger, and green chillies … cumin seed, garlic, and lemon …' • the use of time markers structures the text into specific times of day, creating a logical order in events: 'at sunrise', 'around midday', 'After lunch', 'At about four o'clock' • the writer creates antithesis in structuring ideas of heat and cold in contrast with each other, creating a sensual feeling of extremes: 'mangoes were placed in the stream to cool, fires were lit to heat certain dishes (and also to warm the children when they emerged from the freezing water)' • the extract opens with an introductory, scene-setting contextual paragraph, then moves into description of the day of the picnic from preparations the previous night, to first light right through to time for tea. We travel with the family through the day, with the picnic itself placed centrally, to form the climax, after which things gradually subside. This creates a narrative voice, as if the writer is telling the story of a day, seen in the closing quotation: 'the fires were put out, the rugs and utensils were packed, and the whole party would begin the long trek home'; the narrative overall is also shaped by contrasting social groups and oppositions, for example old and young, men and women, masters and servants. **(15 marks)**

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Level	Mark	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
	0	No rewardable material.
Level 1	1–3	• 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 given lines. *Shish kabob means that there will be coolers and ice chests, blankets and salads, pitta bread, iced tea, cheese, hummus, maybe a visit to Rudy's stand, where they dip the scoops of ice cream into a kind of chocolate that hardens into a shell. Maybe our mother will bring frozen cake, because who wants to bake anything in this heat?* **Quotations and candidate's own words are acceptable.** For example: • 'coolers' (1) • 'ice chests' (1) • 'blankets' (1) • foods that go with kabob (1) • cold drinks / 'iced tea' (1) • 'a visit to Rudy's stand' (1) • ice cream with chocolate (1) • 'a kind of chocolate' (1) • 'frozen cake' (1)	**(1)**

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
5	Accept any reasonable answer based on the given lines. *There's a commotion on shore. My father and the uncles are shouting and waving their arms: Shish kabob is ready! Uncle Hal is ferrying the sizzling skewers — we call them sheeshes — to a big platter on the table. Bud is turning more of them on the fire.* **Quotations and candidate's own words are acceptable.** For example: • there is a commotion (1) • 'My father and the uncles are shouting' (1) • the writer's father and uncles are waving their arms (1) • the 'shish kabob' is ready to eat (1) • 'Uncle Hal is ferrying the sizzling skewers' (1) • the meat is placed on a big plate on the table (1) • 'Bud is turning more of them on the fire' (1)	**(1)**

Question Number	Indicative content
6	Reward responses that evaluate how successfully the writer shares her memories. **References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.** • the theme of food and family tradition is very effectively used to open the extract, with the writer making the traditional food 'Shish kabob' a symbol of other memories: 'Shish kabob means that there will be coolers and ice chests, blankets and salads, pitta bread, iced tea, cheese, hummus' • the list at the start of the extract is connected with different cultures, creating a successful connection to the memory of varied ethnicity: the Middle Eastern 'shish kabob', 'pitta bread' and 'hummus' alongside the typically American 'iced tea' and the ice-cream stand common to many nationalities • the theme of nostalgia is used to successfully evoke memories, as it shows anecdotes that have stayed with the writer: 'a visit to Rudy's stand, where they dip the scoops of ice cream into a kind of chocolate that hardens into a shell', 'over tiny wooden bridges, past taverns with names like Three Rivers Inn and gurgling creeks' • the writer describes events as if they are happening in real time, creating a sense of immediacy that makes it appear that the memory is even more vivid: 'who wants to bake anything in this heat?', 'There's a commotion on shore. My father and the uncles are shouting and waving their arms' • the writer lists family members, demonstrating through the use of 'and even more' that there are many of them and that family connections are significant in making memories: 'sisters and cousins and aunties and uncles and even more cousins', 'You never know when suddenly a second cousin you haven't seen in years will be standing in the living room' • the writer places prominence on the theme of family and connections to the 'old country', demonstrating that roots are important to all memories, even if there is a very large family. The family idiom 'comeover' effectively evokes authenticity in the memory that family come over to visit frequently • the idea of hunger very cleverly connects the themes of food and family, with family members calling in for food or drink, but really being hungry for the ideas of traditional home and family: 'hungry: for home, for family, for the old smells and touches and tastes' • the idiosyncrasies of family events are sentimentally presented, even when they could be annoying or inappropriate: 'in order to secure the best parking spot, it will take an even longer time to unpack the trunk and find the exact picnic tables and get out the bags and coolers and cousins and sisters', 'Uncle Hal pushes the chunks of meat off the skewers with a piece of pitta bread', 'spit the pits out the windows' • the description of the roles family members take in the events, and the idea that they take these roles regularly, effectively recaptures the mood/sentiment of the occasion: 'Uncle Hal adds more and more lighter fluid — usually while it's burning', 'our mother and one of the aunties wade out and say, "Your lips are purple, time to come in."' • the writer uses sensual description to effectively trigger the sensory memory of readers. There are colours, for example 'red-checked', 'lips are purple', 'black with sugar' and texture/touch, for example 'hardens into a shell', 'plastic containers', 'electrically cold' • the sounds of the event creatively demonstrate the vividness of the memory for the readers: 'gurgling creeks', 'the flame roars right up at him', 'My father and the uncles are shouting and waving their arms', 'It sizzles at the table'

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	• sensual description of sight, smell and taste connects the readers very distinctly to the memory of food and family: 'the meat on the first always looks scrawny and shrivelled and smells of uncooked lighter fluid', 'it's hot enough to burn your fingers and scald your tongue' • the focus on the importance of memory is demonstrated with the use of speech from the family members, which helps to create vibrancy in the description of it: '"Your lips are purple, time to come in"', '"This piece is for you and this one for you"' • the writer uses exclamation in order to highlight to the reader the strong emotions within the memory: 'Shish kabob is ready!', 'But there's no time to wait!' • the extract moves from 'Shish kabob' as a symbol evoking links to other foods, to its being as almost a personified 'guest of honour' in the memory as the writer evocatively says: 'The shish kabob comes like an emergency' and 'It sizzles at the table'. **(15 marks)**

Level	Mark	**AO4: Evaluate texts critically and support this with appropriate textual reference**
	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 picnics take place in the summer: in Text 1 the writer says 'Summer vacations' and in Text 2 the writer suggests it is summer through references to 'coolers and ice chests' and the question 'who wants to bake anything in this heat?' • both picnics involve travel. In Text 1 there are 'rickshaws and horses' as well as people walking, and in Text 2 the family 'drive the road to the north' • there are many things to take along to both picnics: in Text 1 they pack 'pots and pans, the kettle to make tea, portable charcoal stoves, charcoal, disposable earthenware cups, cotton rugs, blankets, towels, serving spoons and plates', and in Text 2 'coolers and ice chests, blankets and salads, pitta bread, iced tea, cheese, hummus' and 'red-checked tablecloths, paper plates, plastic containers full of everything' • both picnics have some form of tableware taken to them, as in Text 1 the writer mentions 'serving spoons and plates' and in Text 2 the writer talks about 'paper plates' • both picnics involve a lot of people: in Text 1 the writer talks about 'children' and 'older folk' and in Text 2 they 'pack up the family' and then unpack 'cousins and sisters' • it takes time to unpack what is required for both picnics: in Text 1 the children swim to pass the time while 'lunch was unpacked' and in Text 2 the writer says 'it will take an even longer time to unpack the trunk and find the exact picnic tables and get out the bags and coolers' • both picnics have hot food served at them: in Text 1 the writer indicates that 'fires were lit to heat certain dishes' and in Text 2 'Bud piles briquettes into three different grills' to cook the shish kabob • both picnics take place outdoors and children get into the water while they are being set up: in Text 1 the writer says 'If it was beside a waterfall or stream, the children were permitted to swim while lunch was unpacked', and in Text 2 'The cousins and sisters and I run in the frothy surf along Fair Haven's pebble beach' • both picnics have an array of other types of food served at them: in Text 1 'chickpeas tossed with raw onions, ginger, and green chillies; green beans seasoned with cumin seed, garlic, and lemon …' and in Text 2 'salads, pitta bread … cheese, hummus'. **(6 marks)**	
Level	**Mark**	**AO1: Select and synthesise evidence from different texts**
	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.

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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 family events. Responses may include: • in both texts the writers give detail about the time the events are set in order to make them tangible for readers: in Text 1 it is during 'Summer vacations', and in Text 2 it is assumed to be a time with warm weather: 'because who wants to bake anything in this heat?' • both texts give details of the places the events happen at, although this is more specifically located in Text 2: in Text 1 it is 'the Himalayas', 'six, seven, or eight thousand feet above sea level' and perhaps 'beside a waterfall or stream', and in Text 2 it is 'Fair Haven Beach on Lake Ontario', where there is a 'pebble beach' and a visit to 'Ontario Orchards' • both family events have male family members taking on leadership roles: in Text 1 it is the writer's 'grandfather', and in Text 2 it is the narrator's father and her uncles, as 'Bud piles briquettes into three different grills and Uncle Hal adds more and more lighter fluid' • in both texts the writers show that family events are important, for different reasons: in Text 1 the writer says that 'My grandfather was a great believer in the health of his children and grandchildren', while in Text 2 the writer says that family get together because they are hungry 'for home, for family, for the old smells and touches and tastes' • both texts show that many family members attend these events: in Text 1 there are 'children and grandchildren' and 'older folk', and in Text 2 there are 'sisters and cousins and aunties and uncles and even more cousins'. Both texts also show the events are intergenerational • in both texts there is a journey involved to get to the event: in Text 1 it is a very long journey involving train, cars, 'rickshaws and horses', while in Text 2 it is a car journey along 'the road to the north, over tiny wooden bridges, past taverns with names like Three Rivers Inn and gurgling creeks' • in Text 1 the family event involves a stay, as the writer says 'several houses were rented to accommodate us', while in Text 2 it is a day trip, as they travel home: 'At the end of the day at the beach, about to drive home' • in Text 1 the journey to get to the picnic is much more elaborate than in Text 2. In Text 1 the writer describes how the group is in four parts, with 'the porters … loaded with baskets of food and sent off with a party of servants', then the walkers, then 'those who rode in the rickshaws, and the last group consisted of those on horseback'. In Text 2, however, the writer says 'We pack up the family and drive the road to the north' • both texts suggest that children are given freedom at the events to enjoy themselves: in Text 1 the writer says 'we were left pretty much to ourselves' and 'the children were permitted to swim while lunch was unpacked', and in Text 2 'The cousins and sisters and I run in the frothy surf' and they 'don't ever want to come in'

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	• in both texts the events involve food, although it is prepared differently. In Text 1 the food is prepared by ladies and servants, 'The ladies of the house, as well as numerous servants, spent many days preparing the food', whereas in Text 2 the writer focuses on the cooking done by her father and uncles: 'Uncle Hal is ferrying the sizzling skewers … Bud is turning more of them on the fire' • in Text 1 the food at the event is eaten on a 'large cotton rug … spread on the ground', while in Text 2 it is eaten at picnic tables: 'We cover several tables with red-checked tablecloths, paper plates, plastic containers full of everything' • both texts describe a stop at an orchard and picking fruit, although in Text 1 it is on the way there, and in Text 2 it is on the way back. In Text 1 the writer says: 'If we passed an orchard, a halt would be called and the farmer was asked if, for a certain sum, we might pick plums or apricots', and in Text 2 the writer says 'we might stop at Ontario Orchards, a big farm produce stand, and buy a bag of fresh cherries, black with sugar' • both texts show how cold the water is: in Text 1 the fire is lit for warming the food and also 'to warm the children when they emerged from the freezing water', and in Text 2 the writer describes the water as 'electrically cold', 'ice water' • in both texts the events involve cooking. In Text 1 a fire is lit 'to heat certain dishes', while in Text 2 three different grills are used to cook the 'shish kabob' and the writer describes how 'the flame roars right up … in a fabulous arc' • in both texts the events involve eating, although in Text 1 the food is described in more detail than in Text 2. In Text 1 the writer describes the meatballs, potatoes, beans, chicken as well as 'cauliflower flavoured with ginger and Chinese parsley; sour carrot pickles; hot green mango pickles; and spiced cucumbers'. In Text 2 the focus is on the 'shish kabob' and eating it as quickly as possible from the barbecue: 'You have to eat the lamb when it's hot enough to burn your fingers and scald your tongue'. There is brief reference to 'salads, pitta bread, iced tea, cheese, hummus' • in Text 1 there is more detail given about the rest of the day's events and what the different members would do: 'the older folk would rest, napping on the rug or leaning against rocks and gossiping, and the children would disappear in various directions, fishing, hunting wild berries, or sliding on beds of pine needles'. In Text 2 the writer focuses more on the event of cooking and eating the 'shish kabob', with a few details of the journey there and back • both texts show the day's events as building climactically to the actual meal and then the rest of the day dies down more quietly • both family events are described as tiring: in Text 1 the writer says 'After lunch, the older folk would rest, napping on the rug' and in Text 2 'my sisters and I fall asleep'. **(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.

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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 inform. **Audience:** the writing is for the candidate's peers. The focus is on communicating ideas about a happy memory. This can 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. **Responses may:** • give details about the memory and why it was happy, for example a family memory such as a holiday or event, a childhood memory (a first day at school), a recent memory of an event or happy time (a birthday), or a memory passed down from another family member • identify and explain the positives of the memory, for example the reactions of the speaker and others involved, the emotions it created, the people involved, the impact on the speaker and others • identify and explain any negatives when reflecting on the memory, for example if there is no physical evidence of it (such as photographs or other recordings), negative feelings such as loss, for example, if someone has moved away. **(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 for a newspaper to inform or advise. **Audience:** the writing is for a general readership. The focus is on communicating ideas about how to pack the perfect picnic. This can 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 sub-headings or occasional use of bullets. 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:** • offer ideas about things that are essential to take on a picnic, for example: other people (such as family or friends), food and drink (which could be simple or elaborate, hot or cold), crockery and cutlery to use to eat and drink and blankets or rugs to sit on • offer ideas about what items will be needed for different types of picnics, for example a picnic at the beach may require towels and bathing suits, whereas a picnic in your backyard or garden may just require food and drink. A picnic with hot food may require a grill or outdoor cooking equipment, whereas a cold picnic may require a cool bag to keep things cold • offer advice on how to prepare, for example: plan ahead, ask people coming if they have dietary requirements, make sure there is enough food and drink for everyone, have a back-up plan in case of inclement weather. **(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

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	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.

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	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.

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