



Mark Scheme (Pre-standardisation)

November 2019

Pearson Edexcel Level 1/Level 2
GCSE (9–1) in English Language (1EN0)
Paper 1: Fiction and Imaginative Writing

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be 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

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- 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.
- 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 Assessment Objective described in the 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.
- Indicative content is exactly that – it consists of 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 fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

Paper 1 Mark scheme

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

| Component | Assessment Objectives | | | | | | Total marks |
|---|-----------------------|-----|-----|-----|-----|-----|-------------|
| | 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 or 6 | | | | | 24 | 16 | 40 |

Section A: Reading

| Question Number | AO1: Identify and interpret explicit and implicit information and ideas. | Mark |
|-----------------|---|------------|
| 1 | Accept only the following from lines 6 - 8: <ul style="list-style-type: none"> • (a) few minutes (more) | (1) |

| Question Number | AO1: Identify and interpret explicit and implicit information and ideas. | Mark |
|-----------------|---|------------|
| 2 | Accept any reasonable answer based on lines 1-8, up to a maximum of 2 marks. <p>Quotations and candidate's own words are acceptable.</p> <ul style="list-style-type: none"> • 'the fierce growl'; accept 'fierce' and/or 'growl' • the tone of their voices is angry • 'ferocious (murmur of satisfaction)' • '(more) dreadful' • 'baffled (cries)' • the soldiers have been sent for, so the crowd must be hostile or violent • '(all this) alarm' | (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 | <p>Reward responses that explain how the writer uses language and structure to show the thoughts and feelings of Miss Hale and Mr Thornton in lines 16–33.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> • they use each other’s full names and titles, showing their distance and formality: ‘Keep up your courage for five minutes, Miss Hale’ • they both use emotive language; hers are words of pathos and pity; ‘Can you do nothing to soothe these poor creatures?'; he speaks of ‘courage’ and ‘reason’ • she turns his own encouragement for her to have ‘courage’ back on him, accusing him of being scared to go out and speak to his workers: ‘Go down and face them like a man’ • use of alliteration to emphasise key emotive vocabulary: ‘come in and cut down poor creatures’ • the use of short, powerful phrases shows the shock in Mr Thornton at the actions of the workers: ‘By heaven!’ • use of adverbs to describe her urgency: ‘hastily’, ‘quickly’ • she uses simple language to persuade him: ‘man to man’. This also shows her belief in a greater sense of equality • use of prepositions: Miss Hale’s repeated use of ‘down’ emphasises that they are literally above the crowd, but this also symbolically indicates their superior position in the social hierarchy. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> • the repetition of ‘five minutes’ by Mr Thornton suggests that he is worried or desperate • repeated use of the word ‘reason’ shows how it is being interpreted quite differently by the two speakers: she sees it as being sensible, fair and moderate; he sees it as maintaining the rule of law, respect for property and the social hierarchy • the use of imperative sentences by both speakers indicates that they both want to be seen as strong, having their views listened to: ‘Don’t let the soldiers come in’ • repeated use of questions by Miss Hale indicates the level of her consternation and disagreement with Mr Thornton • this passage begins with Mr Thornton defiantly standing his ground, “Let them yell!”, but ends with suggesting a change in his attitude: ‘A dark cloud came over his face’ • the use of punctuation for exclamation throughout the passage by both speakers indicates their passion: ‘By heaven! they’ve turned to the mill-door!’ <p style="text-align: right;">(6 marks)</p> |

| 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 | <ul style="list-style-type: none"> • 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. <p>NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.</p> |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <p>Reward responses that evaluate how successfully the attempt to create a sense of growing tension is achieved.</p> <p>References to the writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • Mr Thornton's opening remark with its complex use of the auxiliary verb indicates that Miss Hale has a duty or obligation to go upstairs, and successfully introduces a conflict between them, which is one of the main sources of tension • the creation of tension by both speakers is shown throughout by the extensive use of exclamation marks: "Oh, God!" cried Margaret • the arrival of the mob is at first subdued: 'low deep angry voices', and 'ferocious murmur'. By the end of the passage it has intensified to 'wild beating and raging' • the character contrast is a time bomb waiting to explode: Margaret is impassioned and sympathetic; Boucher (and the crowd) is 'livid with rage' and is 'fighting to get to the front' and Mr Thornton is cold and detached and answers 'coolly' • the use of powerful imagery successfully describes the desperation of the crowd: 'the demonic desire of some terrible wild beast for the food that is withheld' • just the sight of Mr Thornton at the window causes an extreme reaction: 'the intensity of hatred he had provoked' • the imminent arrival of the soldiers to cut down the crowd adds a sense of impending violence to the growth of tension: "Don't let the soldiers come in and cut down poor creatures who are driven mad" • Mr Thornton insists that Miss Hale bolt the door after he has gone out for the protection of the rest of his family, indicating the potential for mob violence to erupt • Miss Hale immediately doubts the sense of forcing Mr Thornton to go and face the mob, her uncertainty indicated by the fractured sentences and use of dashes: 'I do not know - I may be wrong - only -' • Miss Hale's realisation that the crowd is dangerous as it consists of 'mere boys; cruel and thoughtless', combined with 'men, gaunt as wolves, and mad for prey', suggests that Mr Thornton is more likely to provoke violence rather than pacify it • the extended metaphor of the animalistic crowd sustains the sense of tension throughout the passage: 'fierce growl', 'terrible wild beast' and 'gaunt as wolves' • her final belief that the situation can be resolved by simply letting them hear Mr Thornton speak appears naïve and creates further tension. Its ineffectiveness is signalled by the use of 'seemed', juxtaposed with the 'wild beating and raging' of the unpredictable crowd. <p style="text-align: right;">(15 marks)</p> <p>N.B.: candidates may offer a range of evaluations of the success of the writer. All interpretations are equally valid provided they are argued appropriately, supporting the points being made.</p> |

| Level | Mark | AO4: Evaluate texts critically and support this with appropriate textual references. |
|----------------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited. |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Evaluation of ideas, events, themes or settings. • There is a sustained and detached critical overview and judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the points being made. |

Section B – Imaginative Writing

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

| Question Number | Indicative content |
|-----------------|--|
| *5 | <p>Purpose: to write a real or imagined piece about a time when someone showed courage and fought for something they believed in. This may involve a range of approaches, including: description, anecdote, speech, narrative and literary techniques.</p> <p>Audience: the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p>Form: the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • choose to write about standing up to bullies, parents or other authority figures • write about their beliefs and how others have failed to recognise or value them • use any example of a moment in time, real or imagined, where someone may have had to stand up for their beliefs • use appropriate techniques for creative writing: vocabulary, imagery, language techniques • use a voice that attempts to make the piece interesting and believable to the chosen audience • demonstrate particular understanding of the form used • be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative, or a sustained single voice in a monologue. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p> |

| Question Number | Indicative content |
|-----------------|--|
| *6 | <p>Purpose: to write a real or imagined piece about when the candidate was part of a crowd. This may involve a range of approaches, including: description, anecdote, speech, narrative and literary techniques.</p> <p>Audience: the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p>Form: the response may be narrative, descriptive or monologue.</p> <p>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.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • use the images to inspire writing; for example, some may choose to use being part of a larger crowd as a unifying experience or one that left them feeling isolated, allowing them to reflect upon their thoughts and feelings • write about others involved in the crowd, developing a range of thoughts and feelings about the impact on others • write about more than a single event • 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. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p> |

Writing assessment grids for Question 5 and Question 6

| AO5: | | |
|---|-------|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • provides no rewardable material |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> provides no rewardable material |
| Level 1 | 1–3 | <ul style="list-style-type: none"> uses basic vocabulary, often misspelled uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures |
| Level 2 | 4–6 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> uses a varied vocabulary and spells words containing irregular patterns correctly uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect |
| Level 4 | 10–12 | <ul style="list-style-type: none"> uses a wide, selective vocabulary with only occasional spelling errors positions a range of punctuation for clarity, managing sentence structures for deliberate effect |
| Level 5 | 13–16 | <ul style="list-style-type: none"> 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. |

