



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE 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 judgment 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 either of the following: <ul style="list-style-type: none"> • (unwonted) exercise • air 	(1)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on lines 8-11, up to a maximum of 2 marks. Quotations and candidate's own words are acceptable. <ul style="list-style-type: none"> • there is fog • it is heavier than it had been earlier in the night • the atmosphere was damp • 'no rain fell' • it is cold as Oliver's hair and eyebrows start to freeze • there is 'half-frozen moisture' in the air 	(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 describe what happens as they arrive at the house in lines 21-34.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> word choices show a sense of movement and haste: 'Quickening their pace', 'scarcely pausing to take breath', 'climbed in a twinkling' use of anonymous language indicates the men's lack of care for Oliver, "The boy next" emotive language is used to express Oliver's feelings: 'mad with grief and terror', 'exclamation of horror' verbs indicate quiet and caution, building a sense of suspense: 'stole cautiously', 'subdued', 'murmured' use of the language of illness suggests how extreme Oliver's reaction is: 'cold sweat', 'ashy face', 'limbs failed him', 'sank upon his knees' Sikes uses language that is blunt and extremely threatening, "Get up, or I'll strew your brains upon the grass". <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> begins with a simple expression of pace and direction but builds to a moment of near-fatal violence and passion, 'Quickening their pace', to, 'Sikes trembling with rage' the passage is clearly built in episodes: the long walk, climbing the wall, leading to the dramatic crescendo of the confrontation the dialogue uses imperatives, indicating their need for brevity and action: 'Hoist him up', 'Get up!' repeated use of short sentences with exclamations, to convey urgency use of a triplet reveals the extent of Oliver's fears, 'housebreaking and robbery, if not murder' use of staccato self-contained clauses to present the extent of Oliver's physical reaction to what he is about to do, 'A mist came before his eyes; the cold sweat stood upon his ashy face; his limbs failed him; and he sank upon his knees.' use of repetition for emphasis: 'Get up!', 'Get up'. <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. NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.
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 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"> the opening section, as Sikes orders Toby Crackit to hold Oliver's hand, is not a symbol of care for him but of there being no escape for Oliver, creating immediate tension darkness shrouds the men's activities, increasing their chances of success, as does the deserted town the barking of dogs symbolises an obstacle they will have to overcome in order to burgle the house the sense of haste increases the tension: 'Slap through the town', 'Quickening their pace', 'scarcely pausing for breath', 'Before Oliver had time to look around' the ease with which Toby Crackit climbs the wall shows his determination and his experience, making it highly likely that they will go through with the burglary their disregard for Oliver, referring to him only as 'The boy', suggests that they do not care for him as an individual, only as someone who can facilitate the robbery the repetition of the need to be quiet, despite their experience and determination, creates a sense of impending danger and a hushed and tense atmosphere, 'stole cautiously' the reader's realisation that Oliver is not going to go through with the robbery sets him on a collision course with the robbers, 'Oliver, well-nigh mad with grief and terror' use of extremely emotive language to portray the depth of Oliver's feelings: 'terror', 'horror' Sikes's response is brutal and shocking, made more so to a child who is so young and virtuous, 'Get up, or I'll strew your brains upon the grass' left with no one to intercede on his behalf, Oliver begs and calls upon 'the bright Angels that rest in Heaven', threatening to have the robbery discovered or for him not to go ahead with it Toby Crackit's single word warning, with exclamation mark, shows how close they are to being heard, 'Hush!' Toby Crackit's threat to beat Oliver over the head indicates that his last chance to escape taking part in the robbery has passed

		<ul style="list-style-type: none"> Sikes insults Oliver as being less than human or hopelessly naïve, 'you young limb' the passage ends with Sikes issuing a stream of imperatives as his intention to put Oliver through the window to commence the burglary becomes a shocking reality. <p style="text-align: right;">(15 marks)</p>
Level	Mark	A04: 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 stood up for something important. 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. 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"> • write about incidents at school or with family and friends in which someone stood up for something important • write about the difficulties of taking such a stance and the effect upon those around them • 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>

Question Number	Indicative content
*6	<p>Purpose: to write a real or imagined piece about a time when the weather was memorable. 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"> • use the images to inspire writing and choose to write about times of extreme weather, such as snow, flooding or other such dramatic weather events • write about summer holidays or any holiday when the weather was memorable • use any example of a moment in time, real or imagined, where the weather was memorable • 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>

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.