AQA

GCSE
English Language

8700/2 Paper 2 Writers' viewpoints and perspectives

Mark Scheme

8700

June 2017

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Copyright © 2017 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.
QA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Introduction

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Level of response marking instructions

Level of response mark schemes are broken down into four levels (where appropriate). Read through the student's answer and annotate it (as instructed) to show the qualities that are being looked for. You can then award a mark.

You should refer to the standardising material **throughout your marking**.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. It is an indication of the quality of response that is typical for each level and shows progression from Level 1 to 4.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

The Indicative Standard column in the mark scheme will help you determine the correct level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. This requires you to fine tune within the level to see how well each of the skills descriptors for that level has been met. Since responses rarely match a level in all respects, you need to balance out the range of skills achieved and allow strong performance in some aspects to compensate for other skills that may be only partially fulfilled.

The standardising scripts will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

Advice

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it closely.

1. Refer constantly to the mark scheme and standardising scripts throughout the marking period.

2. Always credit accurate, relevant and appropriate responses that are not necessarily covered by the mark scheme or the standardising scripts.

3. Use the full range of marks. Do not hesitate to give full marks if the response merits it.

4. Remember the key to accurate and fair marking is consistency.

5. If you have any doubt about how to allocate marks to a response, consult your Team Leader.

SECTION A: READING – Assessment Objectives

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
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.
AO3	• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

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.
AO6	• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	✓
AO4	n/a
	Section B
AO5	✓
AO6	✓

0 1 Read again the first part of **Source A** from **lines 1 to 17**.

Choose **four** statements below which are TRUE.

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

A The writer's son has just had his second birthday.

B It took a while for the writer to feel close to his son after he was born.

C The writer has not slept very well over the last year.

D It takes a long time for the boy to eat his porridge.

E The writer thinks that his son has grown quickly.

F The boy has not yet learned to walk.

G The writer's son knows how to switch off the television.

H The writer finds it easy to grasp the idea of his son getting older.

[4 marks]

AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
This question assesses the first bullet point identify and interpret explicit and implicit information and ideas.	
A The writer's son has just had his second birthday. (F) B It took a while for the writer to feel close to his son after he was born. (F) C The writer has not slept very well over the last year. (T) D It takes a long time for the boy to eat his porridge. (T) E The writer thinks that his son has grown quickly. (T) F The boy has not yet learned to walk. (F) G The writer's son knows how to switch off the television. (T) H The writer finds it easy to grasp the idea of his son getting older. (F)	

0 2 You need to refer to **Source A** and **Source B** for this question.

The ways the boys spend their time playing as young children is different.

Use details from **both** sources to write a summary of the different activities the boy in Source A enjoys and the boy in Source B enjoyed when he was young.

[8 marks]

AO1
- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

This question assesses both bullets

Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: • Makes perceptive inferences from both texts • Makes judicious references/use of textual detail relevant to the focus of the question • Statements show perceptive differences between texts	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	The activities of the boy in Source A are limited compared to the Victorian boy who has a wider choice of exciting and adventurous games to play. The toddler in Source A enjoys making a noise, exploring the sound effect of his own voice as he 'barks gibberish in the middle of the room.' His noisy outburst takes all his energy as 'he throws his entire body into it' showing how, at this self-centred stage of development, he just wants to express himself and attract attention. In contrast, the Victorian boy makes his own noise with 'a hearty shout' but has also been given purpose-built musical toys such as 'drums and tin trumpets'. He is at a different stage of maturity and needs more stimulation to develop his creativity, although perhaps both the boy's trumpet tooting and the toddler's 'gibberish' are just as irritating for any parent listening.
Level 3 Clear, relevant summary 5-6 marks	Shows clear synthesis and interpretation of both texts: • Makes clear inferences from both texts • Selects clear references/ textual detail relevant to the focus of the question	At the top of the level, a student's response will meet all of the skills descriptors.	In Source A the boy is only a year old but still makes his presence felt around the house by making lots of noise, especially when he's tired. He 'barks gibberish' in front of people, which suggests he is immature and likes the attention he gets from

	• Statements show clear differences between texts	At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	showing off. However, the boy in Source B is older and more independent and has real toys to play with, like 'drums and tin trumpets', which give him the opportunity to be more musical and more mature, rather than just shouting 'gibberish' in the middle of the room like the boy in Source A.
Level 2 Some, attempts at summary 3-4 marks	Shows some interpretation from one/both texts: • Attempts some inference(s) from one/both texts • Selects some appropriate references /textual detail from one/both texts • Statements show some difference(s) between texts	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The boy in Source B has lots of toys to play with like 'drums and tin trumpets' and 'little whips' which can be really noisy. On the other hand, the boy in Source A plays with hardly any toys, mainly because he is younger than the other boy and doesn't need real toys yet. He likes making noises, but he makes the noise himself using his own voice because it says he 'barks gibberish in the middle of the room' instead of playing a musical instrument like the older boy in Source B who is more grown up.
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: • Offers paraphrase rather than inference • Makes simple reference/textual details from one/both texts • Statements show simple difference between texts	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	The activities the boy in Source A likes are being noisy and loud. The things he does are silly, like barking. The boy in Source B is also quite noisy but he has more toys like 'drums' to make more noise
Level 0 No marks	Nothing to reward		

AO1 content may include ideas such as:

- the limited activities of the boy in Source A and the greater range of toys the boy plays with in Source B
- the dependence of the boy on his parents in Source A and the greater independence of the boy in Source B
- the attention-seeking behaviour of the one-year-old in Source A and the more adventurous activities indulged in by the young boy in Source B.

0 3 You now need to refer only to **Source A** from **lines 18 to 28**.

How does the writer use language to describe his son?

[12 marks]

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			
This question assesses Language ie: Words/Phrases/Language Features/Language Techniques/Sentence Forms			
Level	**Skills Descriptors**	**How to arrive at a mark**	**Indicative Standard** This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Detailed, perceptive analysis 10-12 marks	Shows detailed and perceptive understanding of language: • Analyses the effects of the writer's choices of language • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	The writer uses metaphorical language to describe his son as 'a sleepy ball', providing the reader with an endearing image of a contented infant curled up, still in the foetal position, suggesting he is very newly born. The adjective 'sleepy' conjures up the image of the peace and tranquillity associated with a drowsy baby and a sense of innocence. The phrase 'scrunched-up flesh' sounds affectionate but comical, and implies that the child's individual features are unformed and unrecognisable – he looks just like any other baby.
Level 3 Clear, relevant explanation 7-9 marks	Shows clear understanding of language: • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	The writer starts with a metaphor to describe his new born baby son as 'a sleepy ball of scrunched-up flesh'. The image of a 'sleepy ball' gives a sense of the baby curled up, cosy and snuggled, whilst the phrase 'scrunched-up flesh' shows how difficult it was to make out his son's features. The word 'scrunched' suggests that the baby's face is crumpled and creased.

Level 2 Some understanding and comment 4-6 marks	Shows some understanding of language: • Attempts to comment on the effect of language • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	The writer uses imagery in the phrase 'a sleepy ball of scrunched-up flesh' to describe what his son looked like when he was a baby. This is a metaphor and suggests that the baby is curled up and doesn't really look like a person. When he says 'scrunched-up' you can imagine what the baby looks like as it will be all wrinkled.
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple references or textual details • Makes simple use of subject terminology, not always appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.	The writer uses the words 'a sleepy ball' to describe his son as a baby. The phrase makes you think that he looks like a ball and that all he did was sleep. This is a metaphor which means the writer compares one thing to another.
Level 0 No marks	Nothing to reward		

AO2 content may include the effect of ideas such as:

- use of descriptive words, phrases and images to create an impression of the writer's son
- use of linguistic features such as metaphor, simile and onomatopoeia
- the writer's description of physical characteristics as well as personality traits.

0 4 For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different perspectives and feelings about their children growing up.

In your answer, you could:

- compare their different perspectives and feelings
- compare the methods the writers use to convey their different perspectives and feelings
- support your response with references to both texts.

[16 marks]

AO3
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Level	**Skills Descriptors**	**How to arrive at a mark**	**Indicative Standard** This indicative standard is not a model answer, nor a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.
Level 4 Perceptive, detailed 13-16 marks	• Compares ideas and perspectives in a perceptive way • Analyses how writers' methods are used • Selects a range of judicious supporting detail from both texts • Shows a detailed understanding of the different ideas and perspectives in both texts	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	Heritage, a 21stC father, is incredulous at how the first year has flown; he 'blinked' and the transformation from baby to toddler seemed to happen overnight. There is clearly a tone of fatherly pride as he describes his son's growing independence; 'blasting ahead' suggests he is powering through each stage of development with unstoppable force. The Victorian mother of Source B, however, although perhaps secretly proud of his 'manly figure,' conveys her feelings of sadness that her son no longer needs her: 'It is a long while now since he disappeared,' implying the loss is literal, whereas it is in fact metaphorical - the mother has emotionally, not physically, lost him. She uses a repetitive structure to emphasise her tone of regret. Each paragraph begins with the guests' views on the positive aspects of life without young children, which is, ironically, the opposite of how the mother feels.
Level 3 Clear, relevant 9-12 marks	• Compares ideas and perspectives in a clear and relevant way • Explains clearly how writers' methods are used • Selects relevant detail to support from both texts • Shows a clear understanding of the different ideas and	At the top of the level, a student's response will meet all of the skills descriptors.	The writer of Source A, a modern father, is both saddened and pleased by his son's growth. He finds it difficult to accept that time is moving so quickly; he 'blinked' and his son is already a year old. However, the pleasure he feels is also obvious, using phrases like 'blasting ahead' to suggest his son is metaphorically taking off like a rocket before his eyes. In contrast, the writer of Source B, who presents a Victorian mother's perspective, has a negative reaction to her son growing into a young man. She conveys a sense

	perspectives in both texts	At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	of loss at his independence, even using the phrase 'My little boy is lost'. By using the word 'lost' we understand that she no longer sees herself as part of his life and she regrets that he is no longer dependent on her to 'replace lost buttons'.
Level 2 Some, attempts 5-8 marks	• Attempts to compare ideas and perspectives • Makes some comment on how writers' methods are used • Selects some appropriate textual detail/references, not always supporting from one or both texts • Identifies some different ideas and perspectives	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	In Source A the writer is pleased that his son is growing up and doing more. He uses language to describe the things he can do and says that his son is 'blasting ahead', which suggests that he thinks his son is progressing quickly. On the other hand, in Source B the writer is sad because her son has now grown up. One method she uses to show this is by writing a list of all the things she still wishes she could do for him like 'replace lost buttons and obliterate mud stains', suggesting that she misses the way he relied on her for everything.
Level 1 Simple, limited comment 1-4 marks	• Makes simple cross reference of ideas and perspectives • Makes simple identification of writers' methods • Makes simple references/ textual details from one or both texts • Shows simple awareness of ideas and/or perspectives	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors	The writer of Source A feels happy that his son is getting older. He wants to tell us about all the things his one year old son can now do. He includes lots of examples and uses words like 'blasting ahead'. However, the writer of Source B isn't happy about her son growing up. She misses what he was like when he was a baby.
Level 0 No marks	Nothing to reward.		

AO3 content may include the comparison of ideas such as:

- the different perspectives of the writers including gender and historical context
- the writer of Source A's sense of paternal pride compared to the sense of loss and regret felt by the writer of Source B
- the different ages of the children and how this may have affected the writers' feelings.

And comment on methods such as:

- use of structural features to manipulate the reader
- use of descriptive language to convey feelings and emotions centred around the children.

0 5 ‘Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.’

Write an article for a broadsheet newspaper in which you argue for **or** against this statement.

(24 marks for content and organisation and 16 marks for technical accuracy)
[40 marks]

AO5 Content and Organisation
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		**Skills descriptors**	**How to arrive at a mark**
Level 4 19-24 marks **Compelling, Convincing**	Upper Level 4 22-24 marks	**Content** • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices **Organisation** • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers	At the top of the range, a student’s response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4
	Lower Level 4 19-21 marks	**Content** • Register is convincingly matched to audience • Convincingly matched to purpose • Extensive vocabulary with conscious crafting of linguistic devices **Organisation** • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers	At the top of the range, a student’s response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4

Level 3 13-18 marks **Consistent, Clear**	Upper Level 3 16-18 marks	**Content** • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices **Organisation** • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3
	Lower Level 3 13-15 marks	**Content** • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices **Organisation** • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3
Level 2 7-12 marks **Some success**	Upper Level 2 10-12 marks	**Content** • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2

	Lower Level 2 7-9 marks	**Content** • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices **Organisation** • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2
Level 1 1-6 marks **Simple, Limited**	Upper Level 1 4-6 marks	**Content** • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices **Organisation** • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1
	Lower Level 1 1-3 marks	**Content** • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary **Organisation** • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs	At the top of the range, a student's response will meet all of the skills descriptors for Content and Organisation At the bottom of the range, a student will have at least one of the skills descriptors for Content and Organisation from the lower range of Level 1
Level 0 No marks	Students will not have offered any meaningful writing to assess. Nothing to reward		

Turn over for AO6 Technical Accuracy skills descriptors

AO6 Technical Accuracy
Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Level	Skills descriptors	How to arrive at a mark
Level 4 13-16 marks	• Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors
Level 3 9-12 marks	• Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors
Level 2 5-8 marks	• Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors

Level 1 1-4 marks	• Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary	At the top of the level, a student's response will meet all of the skills descriptors At the bottom of the level, a student will have at least one of the skills descriptors
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	