AQA

GCSE
English Language

8700/2 - Paper 2 Writers' Viewpoints and Perspectives

Mark scheme

June 2018

Version/Stage: 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.

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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 for GCSE English Language are broken down into four levels (where appropriate). In the first column each level is identified with one or two key words that represent the differences in the skills then described. These key words show the progression from Level 1 to 4 and are:

Level 4	Perceptive, detailed
Level 3	Clear, relevant
Level 2	Some, attempts
Level 1	Simple, limited.

This is followed in the second column by a description of the different qualities required in the student's answer for that level. These are called the skills descriptors. In order to reach a given level, a student must fulfil one or more of the skills descriptors for that level.

The third column of the mark scheme is the Indicative Standard. This is an important feature of the mark scheme for GCSE English Language. It provides exemplification of the skills descriptors at each level and offers a small number of different comments at the required standard to give an indication of the quality of response that is typical for that level. It shows the progression from Level 1 to 4.

The Indicative Standard is not intended to be a model answer nor a complete response, and it does not exemplify required content. Students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do not have to meet all the skill descriptors at that level.

The standardising scripts will further exemplify each of the levels. You must refer to the standardising material **throughout your marking**.

Step 1 Annotate the response

When marking a response you should first read through the student's answer and annotate each section using the comments from the statement bank to show the qualities that are being demonstrated, as instructed during standardising. You can then award a level and a mark.

Step 2 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. Remember, students may reach a given level by making **one or more** comments of the quality demonstrated by the Indicative Standard and do **not** have to meet all the skill descriptors at that level. It is not the number of references, but the quality of the comments that will determine the level. The annotation you added to the script at Step 1 will help you determine the correct level.

Step 3 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. A student only has to meet a skills descriptor at a given level **once** to be awarded that level. 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. Again, the annotation added at Step 1 will help you determine the mark.

Reference to the standardising scripts throughout the marking period is essential. This will help you apply the level descriptors accurately and consistently. There will usually 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 13**.

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 first time Mike Doyle saw anyone surfing was in 1953.

B Mike Doyle spent very little time at the beach as a child.

C In the 1950s there were very few surfers in California.

D Most surfers like to surf in the early morning.

E Surfers often stayed later in the day to entertain the crowds.

F Mike Doyle took the train to the beach.

G The first time he saw them, Mike Doyle was unimpressed by the surfers.

H The surfers looked fit and suntanned.

[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 first time Mike Doyle saw anyone surfing was in 1953. [T]

B Mike Doyle spent very little time at the beach as a child. [F]

C In the 1950s there were very few surfers in California. [T]

D Most surfers like to surf in the early morning. [T]

E Surfers often stayed later in the day to entertain the crowds. [F]

F Mike Doyle took the train to the beach. [F]

G The first time he saw them, Mike Doyle was unimpressed by the surfers. [F]

H The surfers looked fit and suntanned. [T]

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

Both sources describe the type of boards used for surfing.

Use details from **both** sources to write a summary of what you understand about the different boards used by the surfers.

[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**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed summary 7-8 marks	Shows perceptive or detailed 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 • Shows perceptive differences between texts	Although the surfboards appear outwardly similar, the Hawaiian boards are no more sophisticated than a primitively shaped 'plank of wood' cut from 'the native breadfruit tree,' whereas some of the Californian boards use new 'lighter' materials such as 'balsa wood,' suggesting the Americans are keen to develop their boards for a smoother performance. There is a sense of innovation in the way the surfers regard their boards, as the mahogany paddle-board is dismissed as 'old-fashioned' and 'unbelievably awkward'. The Hawaiians use natural resources to create 'hand-carved' surfboards in the same traditional way as they would make 'a coffin lid' which suggests that their boards are an important part of their cultural way of life, not just a fashion accessory.
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 • Shows clear differences between texts	In Source B, the surfboards used by the people of Hawaii are made of wood from 'the native breadfruit tree', suggesting that they use local, natural materials. The boards are quite basic: 'a tough plank of wood,' suggesting Hawaiian surfboards are more traditional, whereas in Source A the Americans are developing different types of board for different purposes. For example the 'huge old-fashioned paddle-board' is used by lifeguards for rescues. They are designing newer surfboards and using 'much better and much lighter' wood which implies they want to improve their performance.

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 • Shows some difference(s) between texts	In Source B, the surfboards are described as being made 'from the native breadfruit tree,' and they are 'well-oiled and cared for' which shows they are well-treated. On the other hand, in Source A, the surfboards are made from different types of wood such as 'redwood' and 'plywood.' Some of them are made to be hollow and not just planks of wood like Source B. In Source A they say some of the boards are very heavy and 'awkward' which makes them hard to use.
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: • Offers paraphrase rather than inference • Selects simple reference(s)/textual detail(s) from one/both texts • Shows simple difference between texts	The boards used in Source B are made of wood from a tree called the 'breadfruit tree' and they are the same shape as a coffin. They are just planks of wood. In Source A it says they have different types of board but they are all made out of wood, which is the same as Source B, but these ones are made of 'redwood' or 'plywood.'
Level 0 No marks	Nothing to reward	

Note:

- If the quality of the response is L1 but only deals with one text, the mark must be 1 not 2.
- If the quality of the response is L2 but only deals with one text, the mark must be 3 not 4.
- A candidate has to deal with both texts and address the correct focus of the question to achieve L3 or above.

The focus of this question is the different boards used by the surfers

AO1 content may include ideas such as:

- the different materials
- the different sizes
- the different types of board
- the different levels of innovation
- the different names given to the boards
- the different symbolic value they represent.

0 3 You now need to refer only to **Source B** from lines **18 to 25**.

How does the writer use language to describe the surfers and the sea?

[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**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
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 range of judicious textual detail • Makes sophisticated and accurate use of subject terminology	The writer describes the surfers riding 'majestically' on the waves, the adverb suggesting how dominant the surfers appear and creating the image of regal figures, riding high above the waves, like Neptune the mythical god of the sea. The royal image emphasises the confidence and assurance of the surfers and the awe they inspire.
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	The writer uses the adverb 'majestically' to describe the surfers as they ride the waves, which creates an image of the surfers as royalty, emphasising the idea that the surfers have mastered the sea and are carried along by the waves like a king.
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	The writer uses lots of different language features to describe the surfers. She says 'they rode in majestically.' 'Majestically' is an adverb and makes the reader think that the surfers are like kings because 'your majesty' is what you say to a king.

Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of language: • Offers simple comment on the effect of language • Selects simple reference(s) or textual detail(s) • Makes simple use of subject terminology, not always appropriately	The writer tells us about the surfers by describing what they looked like when they rode in. She uses the word 'majestically' to show us that they looked majestic. It is an adverb which tells you how they did something.
Level 0 No marks	Nothing to reward	

Note:

- If a student writes about language outside of the given lines or from about the wrong source (but with the correct focus), the response should be placed in the appropriate level according to the quality of what is written, but placed at the bottom of the level.
- A student has to address the correct focus of the question to achieve L3 or above.

AO2 content may include the effect of ideas such as:

- use of adverbs – '*majestically'*
- use of adjectives – '*daring… mighty… exultant'*
- use of verbs – *'waving… uttering… bobbing'*
- simile – '*bobbing like corks'*
- personification – '*fierce breakers'*
- assonance – '*uttering exultant cries'*
- metaphor – '*towering white crest'*
- onomatopoeia – '*dashed to pieces'*
- any other words and phrases of interest.

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 on surfing.

In your answer, you could:

- compare their different perspectives on surfing
- compare the methods the writers use to convey their perspectives
- 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**	**Indicative Standard** This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any particular content.
Level 4 Perceptive, detailed comparison 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 and perceptive understanding of the different ideas and perspectives in both texts	Both writers admire the surfing, but whereas in Source B, Bird appreciates the surfing display as a spectator from afar, Doyle in Source A is 'dazzled' and desperate to take part, aspiring to become one of them. Bird uses a repetitive pattern to suggest she sees the world of surfing as a paradise of endless bliss: 'so blue… so soft … so sweet,' the alliteration adding to the slow, soothing 'serene' tone she creates. Doyle, however, is at home, not a tourist, and idolises the surfers, metaphorically describing them as 'bronzed gods,' viewing them as supernatural beings, tanned and confident. Having established his hopes at the start, Doyle shows the progress of his dream as the text develops, like a wave, with his first attempt at surfing as the climax or crest, and ending with the humorous image of himself 'spread-eagled' on the shore in the final line, echoing structurally his first experience of surfing.
Level 3 Clear, relevant comparison 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 perspectives in both texts	In Source A, Doyle seems like he has fallen in love with surfing and wants to join in. He writes, in the first person, that 'it was almost as if I were on the board myself' which suggests he is fully involved in the surfing. He repeats the same sentence structure: 'It was almost as if I already knew that feeling in my bones' to emphasise his physical connection to the surfing. In contrast to Doyle, Bird shows no interest in learning to surf; she is happy just to watch the 'wonderful exploits' from the shore. She uses a rhetorical question to suggest she thinks the world of surfing feels like being on holiday: 'Is it always afternoon here, I wonder?' suggesting she can hardly believe the relaxed, joyful atmosphere among the surfers and spectators which seems to last all day.

Level 2 Some, attempts at comparison 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 • Shows some understanding of different ideas and perspectives	In Source A, the writer thinks that surfing looks great fun and he would like to try it. The way he shows how he feels is by describing the surfers as 'happier and healthier than anybody I'd ever seen.' These adjectives highlight how fit he thinks the surfers are. On the other hand, in Source B, the writer also thinks that surfing is quite dangerous as well. She describes how she thought the surfers were in danger. The verbs 'smothered' and 'dashed' make surfing sound quite violent and dangerous, but she says 'I enjoyed the afternoon thoroughly,' which shows she can't be that scared, whereas the writer in Source A isn't scared at all.
Level 1 Simple, limited comment 1-4 marks	Makes simple cross reference of ideas and perspectives • Makes simple identification of writers' methods • Selects simple reference(s)/ textual detail(s) from one or both texts • Shows simple awareness of ideas and/or perspectives	I think the writer of Source A thinks that surfing is good because he says 'I knew that surfing was for me' which shows that he thinks it looks fun. He uses the word 'I' so we know that it is him who is talking and it is his point of view. The other source is almost the same because the writer thinks that surfing is good too. She shows how happy she feels because she says 'I enjoyed the afternoon thoroughly.' The word 'thoroughly' shows she had a great time watching the surfers. The writer of Source A has a go at surfing but the other one doesn't.
Level 0 No marks	Nothing to reward.	

Note:

- If the quality of the response is L1 but only deals with one text, the maximum mark is 2.
- If the quality of the response is L2 but only deals with one text, the maximum mark is 6.
- A student has to deal with both texts to achieve L3 or above.
- References to the writers' methods may be implicit without specific mention of the writer.

AO3 content may include the comparison of ideas such as:

- their enthusiasm for the sport
- their appreciation of the skill of the surfers
- their willingness to try surfing for themselves
- their awareness of the culture surrounding surfing
- their interest in the surfing culture.

And comment on methods such as:

- structural viewpoint - either from the beach, or from the water
- whole text structure – chronological through the afternoon, or shaped like a wave building up
- narrative perspective – first person
- tone – frantic or peaceful, enthralled or relaxed
- language features – alliteration, onomatopoeia etc
- figurative language – simile, metaphor, personification.

0 5 'All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.'

Write an article for a newspaper in which you explain your point of view on 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**
Level 4 19-24 marks **Compelling, Convincing Communication**	Upper Level 4 22-24 marks	**Content** • Communication is convincing and compelling • Tone, style and register are assuredly matched to purpose and audience • 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
	Lower Level 4 19-21 marks	**Content** • Communication is convincing • Tone, style and register are convincingly matched to purpose and audience • 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

<table>
<tr><td rowspan="2">Level 3

13-18 marks

Consistent, Clear Communication</td><td>Upper Level 3

16-18 marks</td><td>Content
• Communication is consistently clear
• Tone, style and register are consistently matched to purpose and audience
• 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</td></tr>
<tr><td>Lower Level 3

13-15 marks</td><td>Content
• Communication is generally clear
• Tone, style and register are generally matched to purpose and audience
• 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</td></tr>
<tr><td rowspan="2">Level 2

7-12 marks

Some successful Communication</td><td>Upper Level 2

10-12 marks</td><td>Content
• Communicates with some sustained success
• Some sustained attempt to match tone, style and register to purpose and audience
• 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</td></tr>
<tr><td>Lower Level 2

7-9 marks</td><td>Content
• Communicates with some success
• Attempts to match tone, style and register to purpose and audience
• 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</td></tr>
</table>

<table>
<tr><td rowspan="2">Level 1

1-6 marks

Simple, Limited Communication</td><td>Upper Level 1

4-6 marks</td><td>Content
• Communicates simply
• Simple awareness of matching tone, style and register to purpose and audience
• Simple vocabulary; simple linguistic devices

Organisation
• Evidence of simple structural features
• One or two relevant ideas, simply linked
• Random paragraph structure</td></tr>
<tr><td>Lower Level 1

1-3 marks</td><td>Content
• Limited communication
• Occasional sense of matching tone, style and register to purpose and audience
• Simple vocabulary

Organisation
• Limited or no evidence of structural features
• One or two unlinked ideas
• No paragraphs</td></tr>
<tr><td>Level 0
No marks</td><td colspan="2">Students will not have offered any meaningful writing to assess.
Nothing to reward</td></tr>
</table>

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
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
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
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
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
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.