AQA

GCSE
English Language

8700/2 Paper 2 Writers' viewpoints and perspectives

Mark Scheme

8700

June 2019

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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 12**.

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 It would be dark for another three hours.

B Ben usually rowed the sunrise shift.

C The waves were starting to calm down.

D It was the first time during the race that Ben felt he was at risk.

E If it were light, Ben thought he would be able to judge the danger.

F Ben felt homesick.

G Ben was enjoying this early morning shift.

H There was no sign of daybreak.

[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 It would be dark for another three hours. (T)

B Ben usually rowed the sunrise shift. (T)

C The waves were starting to calm down. (F)

D It was the first time during the race that Ben felt he was at risk. (F)

E If it were light, Ben thought he would be able to judge the danger. (T)

F Ben felt homesick. (T)

G Ben was enjoying this early morning shift. (F)

H There was no sign of daybreak. (F)

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

The writers in Source A and Source B are travelling on very different types of boat.

Use details from **both** sources to write a summary of what you understand about the different boats.

[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 • Selects judicious references/ use of textual detail relevant to the focus of the question • Shows perceptive differences between texts	The boat in Source A is only small, but the ability to right itself when it capsizes shows it is designed for safety; the technology ensures that although the tiny boat cannot withstand the waves which are 'towering over' it, after the disaster, it springs 'upright' again. It is ironic that, whilst the rowing boat is designed to right itself after capsizing, the far bigger and heavier steamship is more likely to 'turn over once and for all' and sink permanently below the waves, showing that design is more important than size when it comes to safety at sea. The boat in Source B is described as 'ancient and much damaged' which implies the ship has taken a severe battering from previous storms, but this might suggest that the ship is actually more likely to survive this storm, as its old age proves how resilient and reliable it is.
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	The boat in Source A is only a small rowing boat, which suggests that it is vulnerable in the stormy conditions and could easily be swamped by the huge waves, which are 'towering over our tiny boat.' The boat in Source B is a much bigger 'steamship' which suggests it is more likely to withstand the dangers at sea than the tiny rowing boat because the waves would not swamp a large ship so easily. However, the writer says the boat in Source B is 'ancient and much damaged' which suggests that the boat has been harmed over the years by the rough seas and is in poor physical shape, so it may not be as reliable as it used to be.

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	The boat in Source A is a small rowing boat, and is described as a 'tiny boat', which means it does not feel very safe. The boat in Source B is a 'steamship' which makes it sound much larger and safer than the rowing boat in the other source which is smaller and not so safe. The boat in Source B is described as being 'ancient' which means the ship has seen better days and it is likely to sink.
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 boat in Source A is a rowing boat and it's really small, because it says 'tiny boat.' The rowing boat is different to the boat in Source B because it is much smaller. The boat in Source B is a steamship which is really old because it says it is 'ancient.'
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 type of boats.

AO1 content may include ideas such as:

- Age
- Size
- Condition
- Safety features
- Number of passengers
- Power source
- Number of cabins
- Purpose/design

0 3 You now need to refer only to **Source A** from **lines 16 to 26**.

How does the writer use language to describe the power of 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 phrase 'sucked into the belly of the wave' effectively portrays the sea as a greedy monster, the use of personification suggesting the sea has an insatiable appetite. The curling motion of the wave as it engulfs him is reflected in the metaphorical image of the wave's rounded 'belly' as he is consumed by the ravenous sea. In 'sucked' the writer chooses a short, single syllable verb to echo the speed with which he was suddenly plucked out of the boat and into the water, by the relentless strength of the ocean.
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 explains how powerful the sea is by describing how he is 'sucked into the belly of the wave.' The verb 'sucked' suggests the writer is swallowed up very quickly by the sea, emphasising how easily he is overpowered. The personification used in 'the belly of the wave' creates an image of the wave as a powerful giant who eats people up by sucking them into his enormous belly where they disappear and drown.

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 describes the power of the sea by using the verb 'sucked' when he says 'sucked into the belly of the wave.' This suggests that the writer is being sucked up like a drink. He describes the wave as having a 'belly' which means he is writing about the sea as if it is a person who is trying to eat him. This shows that the sea is very strong.
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 describes the power of the sea by using the words 'sucked into the belly of the wave' which makes you think that the sea must be very powerful to suck him in.
Level 0 No marks	Nothing to reward	

Note:

- If a candidate 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 candidate has to address the correct focus of the question to achieve L3 or above.

The focus of this question is the power of the sea.

AO2 content may include the effect of language such as:

- Metaphor: *wall of white water*
- Simile: *like clothes in the washing machine*
- Onomatopoeia: *rush, crashed, churning, surf*
- Adverbial phrases: *brutally submerged, spun around roughly*
- Noun phrases: *vast wave, churning surf, torrent of water*
- Active verbs: *soaring, dragged, tumbled, enveloped, crashed, towering, sucked, grabbed*
- Personification: *into the belly of the wave*
- Simple sentences: *The world went black.*

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 experiences at sea.

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**	**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	At the end of Source A, the writer realises, with the benefit of hindsight, that they had 'become complacent' about potential dangers and were totally unprepared for the storm, but when danger struck, he knew he was left in sole charge of the boat and acted bravely and independently to try to overcome it, whereas in Source B the writer anticipates the danger but is completely dependent upon the absent crew and is helplessly at the mercy of the storm. He uses emotive language to empathise with the ship; the onomatopoeic word 'throbbing' describes the rhythmic drumming of the engine as a constant, repeated heartbeat. The simile creates a fear that the ship's engine, like a tired, ageing heart, could stop beating at any moment. The opening comment in Source B that he had been 'hourly expecting' the ship to sink indicates a surprisingly calm perspective on his experience at the start of the extract. The soothing tone of the phrase 'under the tumult was peace' suggests he feels the boat is longing to give up the struggle and is resigned to its fate.
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	The writer of Source A states that before the storm they had 'become complacent' about the dangers they faced during the race and were not expecting the worst to happen. When the wave hits, the writer is in charge of the boat and is trying to keep it afloat by continuing to row, whereas the writer in Source B has no control over the boat and realises he can do nothing to stop it from sinking. In the opening paragraph, the writer in Source B describes the boat as more like a person than an object and uses a simile to compare the engine to 'an over-worked human heart.' This creates the impression that the boat is struggling on but because of its age and physical state, it is unable to cope with the stormy conditions. The writer in Source B is 'expecting' a disaster from the start of the extract as he knows how unfit the boat is to transport him safely, but he seems to accept whatever happens without blaming the 'ancient' boat or the crew.

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	The writer in Source A says 'Something wasn't right' which shows that he is worried about whether he is safe or not. He keeps rowing even though he is worried whereas the writer in Source B is also worried about whether the boat is safe but can't do anything to help. The writer in Source B starts off by describing what the boat was like by using a simile 'the engine throbbing like an overworked human heart' to compare the boat to a person who is tired. This shows how the writer feels sorry for the old boat and worried that it will not be able to carry on and get him to his destination.
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	The writer in Source A thinks that something bad is going to happen. He says 'Something wasn't right.' He thinks that the waves are going to come over the top of the boat whereas the writer in Source B thinks the boat is going to sink. At the start, the writer in Source B describes the boat as falling apart. He says that the boat is 'like an over-worked human heart.' This shows that the writer thinks the boat is working too hard and he is scared.
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 candidate 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 perspectives and feelings in Source A/B such as:

- Complacency /calmness
- Active resistance /helplessness
- Sense of isolation /surrounded by others
- Regret /no self-pity
- Aware of own fear /aware of own cowardice
- Desperation and panic /composure and action
- Relief /determination

And comment on methods such as:

- Chronological narrative structure
- Shifts between action and reflection
- Pace of action increases towards climax
- Cyclical structure created in final lines of Source A
- Emotive imagery used in Source B
- Sensory language
- First person narrative accounts

0 5 ‘It is the people who have extraordinary skill, courage and determination who deserve to be famous, not those who have good looks or lots of money or behave badly.’

Write a letter to the editor of a newspaper in which you argue your point of view in response to 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>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></td><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.