GCSE
ENGLISH LANGUAGE
8700/2

Paper 2 Writers' Viewpoints and Perspectives

Mark scheme

June 2020

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.

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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 4**.

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 climbers were sheltered from the wind.
B The glacier was higher up the mountain.
C They had been on the mountain for at least five days.
D Base camp was more than 3000 feet below them.
E Joe thought they would make it back to base camp quickly.
F There were no more uphill sections to climb.
G The climbers were feeling more positive now than they were before.
H On the ice cliff, the climbers had felt overwhelmed by despair.

[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 climbers were sheltered from the wind. [F]

B The glacier was higher up the mountain. [F]

C They had been on the mountain for at least five days. [T]

D Base camp was more than 3000 feet below them. [F]

E Joe thought they would make it back to base camp quickly. [F]

F There were no more uphill sections to climb. [T]

G The climbers were feeling more positive now than they were before. [T]

H On the ice cliff, the climbers had felt overwhelmed by despair. [T]

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

Both writers are accompanied by another person on their adventure: Simon in Source A, and Marius in Source B.

Use details from both sources to write a summary of what you understand about the differences between the two companions, Simon and Marius.

[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	In Source B, 'local guide' Marius is 'hired' and therefore paid to ensure the safety and success of the writer. She buys his experience and knowledge of the mountains to achieve her ambition. On the other hand, in Source A, Joe's companion, Simon, is involved in a 'partnership' which suggests that mutual respect, skill and collaboration are essential to ensuring their safety and survival. However, although one relationship is based on an equal friendship and the other is based on two strangers entering a business transaction, both companions take responsibility for the life or death of the person they are climbing with, which shows that both relationships can be just as effective.
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, Marius has been 'hired' as a 'local guide' to help the writer because of his knowledge of the mountain, but although he has never met her before, he is very loyal and supportive. Simon, the companion in Source A, is also loyal but he is climbing with Joe as an equal partner rather than a paid guide. Joe says 'the partnership had worked … effectively' showing that the close relationship between the two companions was really important as they were working together to survive after the accident.

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 differences between texts	The companion in Source B is a 'local guide' who has been 'hired' to help the writer climb the mountain which means she has paid him to help because without his help she wouldn't manage it. This is different to Source A because Joe and Simon know each other already and are climbing together, so Simon is not being paid to help like Marius is. In Source A, Joe says that it is a 'partnership' which means they work together well.
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	In Source B the companion is called Marius and he is a guide who shows her where to go. It says 'hired a local guide'. This is different to Source A because the writer and the companion are both climbers not guides. The writer says they are a 'partnership' which shows they are like partners.
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 difference between the two companions.

AO1 content may include ideas such as:

- their relationship to the writer
- their actions
- their experience
- their knowledge
- their confidence
- their skills
- their decision-making

0 3 You now need to refer only to **Source A** from **lines 23 to 31**.

How does the writer use language to describe how he feels?

[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 uses the metaphor 'flare of agony' to help the reader visualise the pain he feels as something physical, even violent. The word 'flare' conjures up an explosive image of leaping flames, as if his leg is literally on fire, suggesting the intense, sudden pain he feels each time his leg is jolted.
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 metaphor 'flare of agony' to compare the pain in his leg to the way a match flares or lights up. It suggests that the pain comes suddenly and sharply, like being burned by a flame, and hurts every time that his boot catches in the snow.
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 how he feels. He uses a metaphor which is 'flare of agony' to show how he is in pain. A match flares up when you light it and that's how it feels when he slides down the mountain.

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 how he feels by saying 'flare of agony' which means his leg really hurts and he's in total agony because he's broken his leg.
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 language features such as:

- Metaphor: 'a wave of nausea'; 'flare of agony'
- Personification: 'freezing blasts of snow biting into my face'
- Violent verbs: 'snagged… kinked… gritted… shear… twist'
- Onomatopoeia: 'sickening gristly crunch'
- Repetition: 'shook… shaking… shook'
- Rule of three: 'pressed my face into the snow, gritted my teeth, and waited.'
- Adverbs: 'silently… uncontrollably'

and the effect of any other use of language from the given lines.

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 feelings and perspectives on their adventures in the mountains.

In your answer, you could:

- compare their different feelings and perspectives on their adventures
- compare the methods the writers use to convey their feelings and 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	The writer in Source A is tortured by alternating hope and despair as the reader is led on a rollercoaster journey, sharing the highs and lows of his emotions. The writer opens with a glimpse of hope after feeling a 'sense of hopelessness', only for this hope to be dashed in the final devastating short sentence, 'My optimism evaporated', leaving the reader literally and metaphorically on a cliff-hanger. Although both are mostly chronological accounts, the two sources could not be structured more differently because, whilst the purpose in Source A is to terrify and shock, the writer's purpose in the letter in Source B is to reassure and calm. So the reader knows from the start that she has 'descended safely', and the potential drama is reduced in the narrative flashback which follows. However, this loss of emotional engagement leaves us able to judge for ourselves whether the writer feels smug and complacent in stating her 'complete satisfaction' or whether she is justifiably proud of her outstanding death-defying achievement.
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 in Source A is uncertain how he feels as his emotions switch from feeling hopeful at times to feeling hopeless. This is shown by starting the extract with 'We had lost that sense of hopelessness,' but ending the extract with 'My optimism evaporated' so the reader can share his feelings of hope and despair. This is different to Source B where the writer opens her letter stating that she has 'descended safely'. This means the reader knows how it ends so doesn't get as involved in the writer's emotions as they do in Source A. The rest of the letter describing the climb is like a flashback but there is less suspense because the reader already knows that she gets back safely. She feels 'complete satisfaction' about her adventure, demonstrating how delighted she is that she has returned successfully with only a few bruises, even though she knew she was risking her life.

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 is not very happy about his adventure but he still hopes that they are going to get down the mountain safely. In the first paragraph he says 'we had lost that sense of hopelessness' which makes the reader think that they might make it back to base camp. This is different to the way the other source starts because in Source A we don't know what will happen but in Source B we know what happens as the writer tells us straight away. She says 'descended safely' in the first paragraph so the reader knows before they read the rest of the letter that she will be safe and to show that she is really pleased that she got back down the mountain safely and her adventure ended well.
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 is not very happy because he has broken his leg and he is not enjoying his adventure. He uses the word 'torture' which shows that it really hurts. This is different to Source B because the writer is very happy about her adventure. She says 'descended safely' in the first paragraph so we know that she is happy about climbing the mountain.
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 previous experience
- Their enjoyment
- Their suffering
- Their success
- Their gender
- Their expectations
- Their purpose in writing

and comment on methods such as:
- Structural shifts – highly detailed focus in Source A; episodic shifts in Source B
- Structural viewpoint – first person narratives; descriptive in Source A, reflective in Source B
- Whole text structure – mostly chronological in both sources but openings very different
- Tone – dramatic and distressed in Source A; cheerful and ironic in Source B
- Language features – figurative language in Source A; understatement and hyperbole in Source B
- Word choice.

0 5 'People have become obsessed with travelling ever further and faster. However, travel is expensive, dangerous, damaging and a foolish waste of time!'

Write an article for a news website in which you argue 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.