GCSE
ENGLISH LANGUAGE
8700/2

Paper 2 Writers' viewpoints and perspectives

Mark scheme

June 2021

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 Examiner.

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 10**.

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.

[4 marks]

A The cinema programme was every Saturday morning.
B The cinema programme was short.
C The children all came from the same street.
D The children formed a large group as they moved through the streets.
E The Odeon was in Rockdale.
F The children wore shoes.
G The children went to the cinema on foot.
H The children had really tough feet.

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 cinema programme was every Saturday morning. [F]

B The cinema programme was short. [F]

C The children all came from the same street. [F]

D The children formed a large group as they moved through the streets. [T]

E The Odeon was in Rockdale. [T]

F The children wore shoes. [F]

G The children went to the cinema on foot. [T]

H The children had really tough feet. [T]

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

The children at the cinema in **Source A** and the children at the factory in **Source B** have different experiences of childhood.

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

[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 • statements show perceptive differences between texts.	The children in Source A have a wild, carefree experience of childhood. They are naturally and physically active as they 'race[d] up and down…or all three' with no real direction or purpose, enjoying the freedom of a complete lack of parental control and no obvious adult supervision. This carefree and irresponsible experience is in complete contrast to Source B where the child factory workers do not have the same freedom or rights. Their childhood consists of being forced to earn money and being responsible for supporting themselves and their families. Their enforced stillness as they work 'sitting silently' shows that they are physically and verbally restrained by the more powerful adult supervisor, conveying a depressing and subdued experience.
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 • statements show clear differences between texts.	In Source A the children's experience of eating sweets at the cinema is enjoyable as they 'ate steadily or raced up and down…or all three'. They seem to be able to eat and move as much as they like so there is a sense of freedom about their experience as they do not appear to be supervised. This is very different to the factory girls whose experience is controlled so that they complete their work. In Source B, the girls 'sitting silently' have no freedom because they are monitored so closely.

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.	In Source A the children are eating lots of sweets and running around, 'Everyone either ate steadily or raced up and down the aisles or to and from the toilet or all three' which shows that they are having fun. This happy childhood experience is different to the other children who have to do a job. In Source B their experience is hard because it says 'sitting silently' which shows they are quiet and still, not allowed to speak or move as they work.
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 • statements show simple difference between texts.	In Source A the children are having a good time playing because it says, 'Everyone either ate steadily or raced up and down' which shows they are eating and running around. This is different to the children in Source B who are having a bad time. They are working in a factory because it says, 'sitting silently' which shows they are quiet.
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 their experiences of childhood.

AO1 content may include ideas such as:

- their surroundings
- their enjoyment
- their level of freedom
- their finances
- their level of supervision
- their physical experience
- their gender
- students may also mention the other children in Source B who may have been poisoned by toxic sweets.

0 3 You now need to refer only to **Source A** from **lines 20 to 28**.

How does the writer use language to describe eating Fantail sweets?

[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 exaggeration of the adjective 'strangled' to create a vivid image of children so determined to eat this sweet that they are allowing its glue-like texture to constrict their airways. The ironic use of 'strangled', with connotations of torture and death, to describe the innocent act of sweet-eating creates a darkly comic image to exaggerate the Fantail's chewiness.
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 exaggeration of 'strangled crying' to create an image of how much physical effort is needed to eat the Fantail. The adjective 'strangled' suggests that eating it involves suffering rather than the usual enjoyment as the sweet is so sticky and chewy that the effort of chewing it is like being choked and killed but the children keep going.
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 exaggeration to describe eating the Fantail as difficult. He says that eating these sweets 'involved a lot of strangled crying in the dark' which suggests that eating the sweet was like being choked because it made it difficult to breathe.

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 uses the words 'strangled crying' because it felt like you were being strangled. This is an example of exaggeration because the children were not really hurt.
Level 0 No marks	Nothing to reward.	

Note

- If a student writes about language outside of the given lines or from 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:

- visual details – 'blue packet…one corner missing'
- alliteration – 'chipped open with a cold chisel'
- assonance – 'chocolate coated toffee', 'chipped open with a cold chisel'
- exaggeration/hyperbole/metaphors – 'people had to have their mouths chipped open with a cold chisel', 'last an average human being forever', 'involved a lot of strangled crying in the dark'
- irony/humour – 'induce lockjaw in a donkey'
- juxtaposition – 'average human being forever'/'six small boys…single afternoon'
- interesting word choices – 'weird', 'glutinous', 'instantly'
- harsh vocabulary – 'chipped', 'chisel', 'strangled', 'lockjaw'.

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 attitudes to sweets.

In your answer, you could:

- compare their different attitudes to sweets
- compare the methods they use to convey their attitudes
- 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.	In Source A, the writer is unashamedly enthusiastic about sweets in his nostalgic return to childhood. He has structured his detailed description of sweets to climax with 'The star lolly' to reinforce the superiority of the Jaffa. The metaphor of 'star' with its connotations of fame and celebrity links with the cinema setting, outshining whatever is showing on the screen. James' sensual celebration of the sweets of his childhood contrasts with the more rational and scientific investigation of Source B in its account of how sweet-eating in the past was potentially fatal for children due to the immoral practices of some manufacturers. The use of the superlative 'most virulent poison' conveys the writer's horror about the poisonous nature of sweets created in a 'villainous manner' by manufacturers in the past. This melodramatic description of sweet makers as criminals who have intentionally harmed children gives Source B a moral, crusading attitude to sweets as a product that children need protection from.
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 is nostalgic as he recalls the sweets of his childhood cinema trips. Sweets are the most important part of the cinema experience because most of his account is about them and not what he watched. He shows this by describing all the sweets in great detail, building up to what he regards as the 'star lolly' of the Jaffa. By using the adjective 'star' he makes clear that it is the main attraction of the sweet-eating experience, the biggest name in the show. On the other hand, the writer in Source B does not share this nostalgic attitude to past sweets as in the past they were potentially life-threatening. He describes how these sweets 'contained the most virulent poison'. His choice of the adjective 'virulent' suggests how severe, even deadly, the effects of this poison may have been on

		children. He clearly disapproves of this old manufacturing process that resulted in children's deaths and hopes that sweets can now be enjoyed safely.
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 of Source A is excited about eating sweets at the cinema. He even describes the Jaffa as the 'star lolly' to show that this was his favourite. The adjective 'star' suggests that it stood out from the others. On the other hand, the writer in Source B is worried that some sweets may be dangerous for children. He uses repetition of 'poison' and 'poisonous' to show that sweets can make children poorly. This shows that he thinks sweets can be very dangerous to children's health.
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 of Source A thinks that sweets are good and he likes eating them. He describes the Jaffa as the 'star lolly'. The writer uses the word 'star' to show that it is the best of all the sweets. This is different to Source B where the writer thinks that sweets are sometimes bad for children. He uses the word 'poison' to show that sweets can kill. He doesn't want children to eat these sweets.
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 attitudes to:

- the appearance and appeal of sweets
- the consumption of sweets
- the acquisition and cost of sweets
- the amount of sweets
- the nutritional value of sweets
- their interest in sweets
- the importance of sweets
- sweets as a source of pride – national or personal.

And comment on methods such as:

- structural shifts to show changes of focus, in both sources
- structural viewpoint – Source A is adult retrospective autobiography, Source B is contemporaneous report
- whole text structure – Source A builds to climax of 'star lolly', Source B explores context of sweet improvements and repeats 'our little ones' at beginning and end
- narrative perspective – both first person accounts but no use of 'I' in Source A just 'we' and second person 'you', first person in Source B more obvious in factory visit section, also direct address to parents in Source B
- tone – Source A is humorous, light-hearted, amoral, Source B is serious, moral, informative, scientific
- language features – metaphor, simile, exaggeration in Source A, metaphor, simile, alliteration, rhetorical question in Source B
- word choices – sensual in Source A, more scientific in Source B, melodramatic language in Source B.

0 5 ‘Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.’

Write an article for a magazine or 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.
Level 3 13–18 marks **Consistent, clear communication**	Upper Level 3 16–18 marks	**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.
	Lower Level 3 13–15 marks	**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.
Level 2 7–12 marks **Some successful communication**	Upper Level 2 10–12 marks	**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.
	Lower Level 2 7–9 marks	**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.
Level 1 1–6 marks **Simple, limited communication**	Upper Level 1 4–6 marks	**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.

	Lower Level 1 1–3 marks	**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.
Level 0 No marks	Students will not have offered any meaningful writing to assess. Nothing to reward.	

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.