AQA

GCSE
English Language

8700/2 Paper 2 Writers' viewpoints and perspectives

Mark Scheme

8700

November 2018

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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 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.

A Most people in Britain ride a bike regularly.

B Most UK cyclists are pleased about the number of dangerous incidents on the roads.

C The writer has never had a dangerous incident whilst cycling.

D The writer lives in south-east London.

E As the car passed, the writer did not swerve.

F The writer soon caught up with the driver.

G The writer thought the driver's actions had been pointless.

H It is rare to meet dangerous drivers whilst cycling.

[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 Most people in Britain ride a bike regularly. [F]

B Most UK cyclists are pleased about the number of dangerous incidents on the roads. [F]

C The writer has never had a dangerous incident whilst cycling. [F]

D The writer lives in south-east London. [T]

E As the car passed, the writer did not swerve. [T]

F The writer soon caught up with the driver. [T]

G The writer thought the driver's actions had been pointless. [T]

H It is rare to meet dangerous drivers whilst cycling. [F]

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

Both sources describe the similar ways in which drivers behave.

Use details from **both** sources to write a summary of what you understand about the similar behaviour of the drivers.

[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 similarities between texts	The driver in Source A who 'decided to overtake' shows behaviour which is irresponsible but rational. He makes an assessment of the risk in passing 'very closely and at speed' and does not intend any harm, although he knows that the odds are stacked in his favour, 'cocooned' as he is in his car where he will not get hurt. On the other hand, the drivers in Source B are intentionally targeting cyclists by 'passing so close,' which suggests behaviour which is equally irresponsible, as they too know they are protected by their relative size to the bicycle, and are unlikely to get hurt, but their behaviour is irrational and immoral too because it is planned. The motivation of the cabmen who are 'chasing the lady,' and targeting the female writer, suggests perhaps a particular hostility towards women who ride bicycles.
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 similarities between texts	One driver in Source A 'decided to overtake my bike very closely and at speed,' which shows he behaved in a reckless way, risking the other person's safety. In Source B, the drivers behave in a very similar and inconsiderate way towards cyclists, as they 'love to share your handle-bars and wheels, passing so close,' showing they are not behaving very respectfully or carefully to drive so close to the cyclist. Both drivers behave in inconsiderate ways as in Source A the driver's dangerous behaviour is to make sure they get ahead of the cyclist in the 'congested traffic,' and the drivers in Source B are taking pleasure in 'chasing the lady' on purpose.

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 similarity between texts	In Source A, the drivers go too fast. They drive 'very closely and at speed,' which is dangerous behaviour. In Source B, there are drivers who like chasing other people on their bikes, which is very similar to Source A, as it says 'love to share your handle-bars and wheels, passing so close.' This shows they think it is fun to scare them. The similarity is that they both behave dangerously towards cyclists as the drivers in Source A don't care if they hurt someone and the drivers in Source B just think it is for fun.
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 similarity between texts	In Source A the drivers behave really badly. It says they 'overtake my bike closely' which means they are driving too close to the rider. In Source B it is similar because the drivers also behave quite badly. The driver chases after the lady on her bike. This is shown where it says 'passing so close.'
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 student 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 behaviour of the drivers.

AO1 content may include ideas such as:

- The actions of the different drivers
- Their behaviour towards other road users
- The motivation for their behaviour
- The sense of responsibility they show
- The consequences of their behaviour
- How common the behaviour might be

0 3 You now need to refer only to **Source B** from lines **8 to 18**.

How does the writer use language to describe her first experiences of cycling?

[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 establishes a series of hunting images to reflect her sense of being a victim on the roads and uses the simile 'as nervous as a hare that feels the greyhound's breath' to describe her fear of being hounded. The image is a reference to greyhound racing, where the delicate hare races for its life ahead of a much larger, faster and more aggressive dog, emphasising how intimidated and vulnerable the writer feels as she sets off, unprotected, on her fragile bicycle, with much bigger and potentially life-threatening vehicles breathing down her neck - a victim of a cruel sport, for the sake of another's entertainment.
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 describes herself as 'nervous as a hare that feels the greyhound's breath'. This simile suggests she is very anxious about cycling in traffic. In racing, the hare is chased by the greyhound, and this simile creates an image of herself as a small vulnerable creature on her bike, with the other vehicles on the road racing behind her, like the greyhounds, showing how frightened she is of them.

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 a simile to describe how she feels as she got ready for her first experience of cycling in traffic. She says she 'was as nervous as a hare' which shows us that she was scared. She compares herself to a hare because a hare is a frightened animal, like a rabbit, so she is saying that she is frightened too.
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	She uses language to describe how she felt before she started cycling. She says that she was 'as nervous as a hare' which is a simile because it compares something to something else so you can imagine what it was like for her. She compares herself to a hare so that we know how nervous she was.
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.

The focus of this question is the writer's first experience of cycling.

AO2 content may include the effect of ideas such as:

- Metaphor – *'conquer their nervousness'*
- Simile – *'as nervous as a hare that feels the greyhound's breath'*
- Alliteration – *'the stormy oceans of Sloane Street'*
- Hyperbole – *'in a state bordering on collapse'*
- Listing – *'turn easily, cut figures of eight, get on and off quickly…'*
- Use of abstract nouns – *'fate,' 'terror,' 'collapse'*
- Irony/humour – *'without charging into unwelcome obstacles'*

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 similar perspectives on cycling in the city.

In your answer, you could:

- compare their similar perspectives on cycling in the city
- 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 similar ideas and perspectives in both texts	The underlying moral view in Source A is that selfish drivers are guilty of creating danger for innocent cyclists. Walker uses the imperative form of the verb in the final paragraph: 'remember that these are human beings' to command readers to change their minds - and their behaviour. The emotive phrase 'flesh and bone' reinforces a sense of the fragility of human life beneath the cyclist's lycra. This deadly serious tone is contrasted in Source B with the writer's humorous, almost frivolous, tone. From the opening paragraph, she uses humour to emphasise her own vulnerability, suggesting cycling would be nicer 'to use a mild expression' if she didn't get killed. The juxtaposition of her politeness and the brutal reality of her own death creates an irony which encourages the reader to share her cheerful, naive perspective and portrays herself as intrepid and fearless, in contrast to the more cautious, experienced Walker.
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 similar ideas and perspectives in both texts	In Source A, Walker believes that car drivers make cycling more dangerous than it should be. He addresses the drivers directly: 'remember that these are human beings' and uses emotive words such as 'flesh and bone' to persuade readers to understand that cyclists are real people who can get hurt. There is a similar perspective in Source B that the cyclist is 'prey' to the Victorian cab drivers, but whereas Walker uses a serious tone, the writer in Source B uses a humorous tone by stating that her life would be 'nicer' if they didn't try to kill her. The effect of using humour is that the writer comes across as more confident than Walker because she makes a joke out of the dangers of cycling in traffic.

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 similar ideas and perspectives	The writer's perspective in Source A is that cycling is very dangerous and that car drivers should take more care. At the end of the article he says 'remember that these are human beings' which is addressing the reader directly to persuade them to be more careful. This is similar to Source B where the writer thinks that the drivers are all out to get her. She says 'cycling in the streets would be nicer… if he'd not try to kill me' which is making a joke about being killed by the hansom cabman. This shows that even though they both think cycling is very dangerous she treats it less seriously than the other writer who thinks it is very serious.
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 cycling is dangerous. He says 'remember that these are human beings' and uses these words to tell people that they should be more careful. This is similar to Source B because it was dangerous too. The writer of Source B thinks that cycling would be better if people would not 'try to kill me.' This is a funny way of telling people like the cabman that they should be more careful.
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 views on the relationship between cyclists and other road users
- Their views on the rights of the cyclist
- Their views on the responsibilities of all road users
- Their views on the reader's response

And comment on methods such as:

- structural viewpoint – a and b both include flashbacks to include personal experience
- whole-text structure – a builds detailed argument; b links random reflections and anecdotes
- narrative perspective – a and b both first person accounts, a more impersonal than b
- tone – a very serious, informative and factual; b more ironic, humorous and cheerful
- language features – a uses facts and statistics; b uses emotive language and exclamations
- figurative language – a and b both use metaphors, similes etc

0 5 ‘Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.’

Write a letter to the Minister for Transport arguing 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 clearly and 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.