GCSE
ENGLISH LANGUAGE
8700/2

Paper 2 Writers' Viewpoints And Perspectives

Mark scheme

November 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 5**.

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 Orwell receives the phone call in the afternoon.

B There is only one police station in the town.

C There are reports of an elephant out of control.

D The sub-inspector expects Orwell to sort out the problem.

E Orwell is confident he can sort out the problem with the elephant.

F Orwell is curious about the elephant.

G Orwell takes his rifle to kill the elephant.

H It takes a very powerful weapon to kill an elephant.

[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 Orwell receives the phone call in the afternoon. [F]

B There is only one police station in the town. [F]

C There are reports of an elephant out of control. [T]

D The sub-inspector expects Orwell to sort out the problem. [T]

E Orwell is confident he can sort out the problem with the elephant. [F]

F Orwell is curious about the elephant. [T]

G Orwell takes his rifle to kill the elephant. [F]

H It takes a very powerful weapon to kill an elephant. [T]

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

Both sources describe how the elephants behave.

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

[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 elephant in Source A appears to behave in a violent and destructive way, by taking fruit as he 'raided' the market stall, but his behaviour is instinctive, as there is no other way for him to survive without food. In fact both elephants behave in a conscious way to achieve their aims, showing how intelligent elephants are and how they are misunderstood by their owners and keepers. In Source B, the elephant 'destroy[s] the doors' of the cage which confine him. This suggests his behaviour is both rational and deliberate, motivated by an attempt to escape from captivity, as he 'was perfectly quiet as soon as he was able to be free'.
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	The elephant's behaviour in Source A looks aggressive, as he 'raided some fruit stalls' but he may have only taken the fruit so he could eat something or he would not survive. This is similar to the other elephant which also appears to behave violently but they are only being destructive because they want to escape or survive. In Source B, Jumbo 'began to destroy the doors' of his home, but he only behaves in a violent way because he wants to be free.

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	The elephant in Source A takes food and destroys the market stall, where it says 'raided some fruit-stalls,' which shows that he could be dangerous. This dangerous behaviour is similar to the other elephant who is also quite violent. In Source B, the elephant 'began to destroy the doors and other parts of his house' which shows he doesn't care what he destroys.
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	The elephant in Source A is bad because it says 'raided some fruit-stalls' which shows that it took food from the market stall. This is similar to Jumbo who behaves really badly as well and breaks things. The elephant in Source B is naughty because it says 'he began to destroy the doors and other parts of his house,' which shows he behaves badly.
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 similar behaviour of the elephants.

AO1 content may include ideas such as:

- Their violence
- Their unpredictability
- Their bid for freedom
- Their greed
- Their actions towards humans
- Their docility
- Their motivation/instinct

0 3 You now need to refer only to **Source A** from **lines 26 to 35**.

How does the writer use language to describe the crowd of people?

[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 'sea of faces' to describe how the crowd of people has come together to form one single mass, each of their faces indistinguishable from one another. The image of the 'sea' suggests they have swept in behind him, almost like the tide, and are a powerful and irresistible force of nature, which he cannot withstand.
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 'sea of faces' to describe how a number of individual people or 'faces' have come together into one massive group. The idea of the 'sea' suggests the huge size of the crowd and that they are moving together as one, like waves in the ocean.
Level 2 Some understanding and comment 4–6 marks	Shows some understanding of language: • Attempts to comment on the effect of language • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately	The writer uses lots of different language features to describe the crowd. He says they are a 'sea of faces.' This is a metaphor and makes the reader think that the crowd was as big as the sea, with so many people that he cannot count them.

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 crowd as 'the sea of faces' because there were lots of people and when he turned round to look at them it was like looking at the sea, which is a metaphor.
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:

- Facts/statistics/hyperbole – 'two thousand at the least'
- Metaphor – 'the sea of faces', 'I was only a puppet'
- Simile – 'as they would watch a conjurer about to perform a trick'
- Colloquialism/understatement – a 'bit of fun'
- Alliteration – 'a puppet pushed to and fro'
- Repetition – 'two thousand,' 'faces,' 'all happy and excited… all certain'
- Extended metaphor – 'a conjurer about to perform a trick…the leading actor…a puppet'
- Short sentence – 'The crowd would laugh at me.'
- Interesting word choices – 'immense crowd,' 'growing every minute,' garish clothes,' 'marching at my heels'

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 attitudes to the elephants.

In your answer, you could:

- compare their different attitudes to elephants
- compare the methods the writers 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	From the start, Orwell establishes that he is indecisive in his attitude towards the elephant, as he 'did not know what [he] could do,' arming himself with a weapon that could only shock not kill it. Orwell structures the text in order to lead the reader gradually from his position of 'perfect certainty' that he 'ought not to shoot' the elephant, through his repeated statements, 'but I did not want to shoot the elephant' to the inevitable conclusion where the reader shares his realisation that 'there was only one alternative,' reinforcing Orwell's reluctance. His indecision contrasts with Bartlett's certainty that he must be prepared to kill the elephant. His factual language 'I made an application to the council to be supplied with a powerful enough rifle…' reinforces the rational approach he takes to this task, again contrasting with Orwell's more emotional response. Bartlett, despite the emotional attachment he has to Jumbo, considers it his official duty to protect the public from the violent and unpredictable behaviour of the elephant in a decisive plan to shoot him.
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 has no plan to shoot the elephant, as the rifle he takes with him is too small for the job. The writer sets out how confused he feels from the start as he says 'I did not know what I could do.' Throughout the text his view shifts from being determined 'I knew with perfect certainty that I ought not to shoot him' to the final line where the reader realises he has to shoot the elephant. On the other hand, Bartlett makes it clear that he plans to shoot Jumbo as soon as he sees there is a risk to the public. Bartlett states 'I made an application to the council to be supplied with a powerful enough rifle…' The formal language reflects his important position at the zoo and his calm approach, as he feels it is his responsibility to deal with the elephant's violent behaviour.

Level 2 Some attempts at comparison 5–8 marks	Attempts to compare ideas and/or 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/or perspectives	The writer of Source A doesn't really want to kill the elephant. He says at the start of the text 'I did not know what I could do' which shows that right from the beginning the reader knows he doesn't want to do it and that makes us feel sorry for him. On the other hand, the writer in Source B wants to kill the elephant because he thinks it is dangerous and might hurt people. He says 'I made an application to the council to be supplied with a powerful enough rifle in the event of finding it necessary to kill him.' This is a fact and makes it sound like he is doing something very serious and important.
Level 1 Simple, limited comment 1–4 marks	Makes simple cross reference of ideas and/or 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 doesn't know what to do about the elephant as he says 'I did not know what I could do.' The writer starts like this so the reader knows what he thinks, but in the end he decides to kill him. Both writers don't know what to do about the elephants. In Source B the other writer starts by being nice to the elephant but ends up wanting to kill it because he says 'finding it necessary to kill him.' By using the word 'kill' this shows that he is going to shoot him.
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 treatment and welfare of the elephants
- The responsibility they have towards the elephants
- The protection of others from the elephants
- The value and purpose of the elephants
- The morality of killing the elephants
- The interest they have in the elephants.

And comment on methods such as:
- Structural shifts – to show changing perspectives over time, in both sources
- Structural viewpoint – inclusion of others' views to provide contrast, in both sources
- Whole text structure – chronological in Source A; fragmented in Source B
- Tone – dramatic and distressed in Source A; matter of fact and neutral in Source B
- Language features – metaphor, simile, listing in Source A; facts, statistics, listing in Source B
- Word choice.

0 5 'People protest about the cruelty of keeping animals in captivity, but they seem happy enough to eat meat, keep pets and visit zoos. All animals should be free!'

Write an article for a magazine in which you explain your point of view on this statement.

(24 marks for content and organisation
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
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.)

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.