GCSE
ENGLISH LANGUAGE
8700/2

Paper 2 Writers' viewpoints and perspectives

Mark scheme

November 2022

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 part of **Source A** from **lines 1 to 6**.

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 writer was confident from the start that she would beat her insomnia.
B The writer is surprised that she has a good night's sleep.
C It is the first time that the writer has slept well for weeks.
D The writer's mind is very active when she first gets into bed.
E The writer sleeps lying on her side.
F The writer has used the script before.
G The writer has black velvet sheets on her bed.
H The writer has suffered from insomnia since she was a child.

[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 writer was confident from the start that she would beat her insomnia. [F] B The writer is surprised that she has a good night's sleep. [T] C It is the first time that the writer has slept well for weeks. [F] D The writer's mind is very active when she first gets into bed. [T] E The writer sleeps lying on her side. [F] F The writer has used the script before. [T] G The writer has black velvet sheets on her bed. [F] H The writer has suffered from insomnia since she was a child. [T]

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

In both sources, the writers try various ways to get to sleep, most of which fail.

Use details from **both** sources to write a summary of what you understand about the different ways the writers try, but **fail**, to get to sleep.

[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	The writer in the modern text Source A says she tried lots of 'known cures' like giving up 'coffee, sugar and heavy dinners' to help her sleep. This shows that she had more information about diet which helped her to make the right choices for her health. Scientists know that caffeine and sugar are stimulants and are therefore likely to keep someone awake. Whereas in Source B they didn't have as much scientific knowledge to understand about nutrition. Instead, the writer in Source B is following her instinct that food will help her to sleep without any real knowledge of the science. She says 'You're hungry! Yes—that must be it'. She is responding to an instinctive impulse to eat which shows she is being guided by her own nature rather than science. However, despite using science and nature, these methods were unsuccessful which shows that insomnia is a very complex problem.
Level 3 Clear, relevant summary 5–6 marks	Shows clear synthesis and interpretation of both texts: • Makes clear inferences from both texts • Selects clear references/ textual detail relevant to the focus of the question • Shows clear differences between texts	The writer in Source A says she tried lots of 'known cures' like giving up 'coffee, sugar and heavy dinners' to help her sleep. This shows that she had more information about diets which helped her to make choices about her health. Whereas in Source B they didn't have as much scientific knowledge to understand about nutrition. She says 'You're hungry! Yes—that must be it. You'll go to the cupboard and get a bit of cold chicken.' This shows that the writer is following her instinct that food will help her to sleep.

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	In Source A, the writer says that she 'tried giving up coffee, sugar and heavy dinners' because she thought they were keeping her awake, but that didn't work. On the other hand, the writer in Source B thought that eating food was good for her and would help her to sleep. She says 'You'll go to the cupboard and get a bit of cold chicken.' She thought it would be better if she wasn't hungry but there was no chicken left so that didn't work either.
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 A, the writer gives up coffee and sugar because they are bad for her. She says "I tried giving up coffee, sugar and heavy dinners." The other writer tries to get to sleep by eating food. In Source B she is hungry so she tries to find some chicken to eat but it has all gone. "You'll go to the cupboard and get a bit of cold chicken."
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 ways the writers try but fail to get to sleep.

AO1 content may include ideas such as:

- counting
- reciting
- listing
- reading
- baking
- eating/drinking
- hypnosis
- moving about/changing position
- taking medication/drugs
- using gadgets/equipment.

0 3 You now need to refer only to **Source B** from **lines 23 to 30**.

How does the writer use language to describe the mosquitoes and their impact?

[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 metaphorically portrays the mosquitoes as soldiers at war as she describes their 'never-ceasing war-song.' This suggests that there is an ongoing battle between her and the mosquitoes, and they are continuously taunting her with their tribal cry. In the same phrase she uses sibilance and long vowel sounds to echo the endless, irritating sound of the mosquitoes. The writer exaggerates the impact of the mosquitoes by personifying them as soldiers, creating a sense of irony that something so tiny could be so terrifying.
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 alliteration in the phrase 'never-ceasing war-song' to emphasise the repeated 's' sound of the mosquitoes as they buzz noisily around her. It is also a metaphor comparing the mosquitoes to soldiers at war. This suggests that the writer feels there is a battle going on between her and the mosquitoes. 'Never-ceasing' suggests the battle is ongoing and the mosquitoes will never give up their attack.
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 phrase 'never-ceasing war-song' is used to describe the noise the mosquitoes make as they buzz around. The writer uses the word 'war-song' to show that the buzzing is a very annoying sound and it feels as if the mosquitoes are attacking her.

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 mosquitoes as if they are making a noise like singing. She says 'never-ceasing war-song' which is a noun and shows how it never stops.
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: 'never-ceasing war-song
- personification: 'the pygmy-ness of your tormentors'
- made-up words/pun: 'an "owdacious" bite'
- simile: 'as nervous as a cat'
- repetition: 'lain…'
- pattern of three: 'lain on your side…'
- active verbs: 'twisted' 'doubled' 'folded' 'flying'
- emotive language: 'fiercely' 'dignity' 'resolutely' 'bewailing'
- metaphor: 'twisted your feet into hard knots'
- battle or conflict vocabulary: 'fists' 'suffered' 'war-song' 'fiercely'
- hyperbole: 'bewailing the day you were born'.

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 experiences of sleep and sleeplessness.

In your answer, you could:

- compare their different feelings and perspectives on their experiences of sleep and sleeplessness
- compare the methods they 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	In Source A, she experiences a long-lasting distress, affecting all her senses, as well as her mental health. In the phrase "sore eyes, itchy skin and a high-pitched sense of mental hysteria" the listing intensifies the sensory range of her physical and mental reaction to insomnia, whilst the adjective 'itchy' reinforces the scratchy, abrasive quality of her discomfort. Whereas A experiences the long-lasting impact of insomnia, B experiences only a temporary annoyance which is unpleasant but not life-changing; one is a serious medical condition, the other just an entertaining anecdote. In Source B, the writer uses second person to switch the position of reader and writer; her experience becomes our experience. The soothing, reassuring tone she uses in the words 'awaiting your arrival' suggests her relief at a return to normality. The fact that the insomnia has no long-lasting impact means her experience is exaggerated and humorous, rather than a serious health problem which needs treatment.
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's experience of not sleeping is that she is physically unwell with the effect being felt in every part of her body. She uses a list of three in the phrase "sore eyes, itchy skin and a high-pitched sense of mental hysteria" to emphasise how her senses are all affected, like her sense of touch, which reinforces how much she is suffering. The impact is different as the writer in Source A still feels physically unwell the next day whereas in Source B she is less affected by her experience and forgets about what happened the night before. Source B uses second person perspective to address the reader directly. She says "coffee and rolls are awaiting your arrival" to share her experience of how relaxing it is to have breakfast served. Her suffering from the night before was just a temporary thing that she has recovered from quickly.

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	In Source A, she wakes up feeling really uncomfortable because she says she has "sore eyes, itchy skin and a high-pitched sense of mental hysteria" which shows she isn't well. The method she uses is a list of three things which all together makes it sound worse. When the writer in Source A wakes up she feels ill but the writer in Source B is just hungry and ready for her breakfast. She says 'your' in the phrase "coffee and rolls are awaiting your arrival" which means she is talking to you so you know how she feels. When she wakes up, the writer in Source B has forgotten that she was so tired and upset the night before.
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	In Source A, the writer feels bad when she wakes up. She says she's got "sore eyes, itchy skin and a high-pitched sense of mental hysteria". This is a list of three different things she feels. But in Source B, the writer is okay in the morning. When she wakes up she says "coffee and rolls are awaiting your arrival" which is talking to you and telling you that breakfast is ready. This shows that she is fine and she wants a cup of coffee.
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:

- the time frame
- the impact on their lives
- their response
- their actions
- their thoughts
- their feelings.

And comment on methods such as:

- structure – chronological, with flashbacks in Source A; chronological, diary-like in Source B

- narrative viewpoint – first person, anecdotal in Source A; second person, interior monologue in Source B
- tone – mostly serious and desperate in Source A; exaggerated and comic in Source B
- language features – metaphor, alliteration, facts, repetition in Source A; hyperbole, imagery, list of three in Source B
- word choices.

0 5 ‘Scientists say that teenagers are not like adults: they learn and socialise differently and need sleep at different times. Education needs a radical re-think to meet the needs of students.’

Write a letter to the Minister for Education explaining 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
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.