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**GCSE  
ENGLISH  
LANGUAGE**

Paper 2 Writers' viewpoints and perspectives

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**Mark scheme**

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Version 1.0 Re-submission

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Marking methods

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. Always credit accurate, relevant and appropriate answers which are not given in the mark scheme.
4. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
5. The key to good and fair marking is consistency. Once approved, do not change your standard of marking.

## 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.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

## Level of response marking instructions

Level of response mark schemes are broken down into four levels (where appropriate), each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are two, four, five or six marks in each level; dependent upon question. In higher tariff questions there is a further descriptor dealing with the top of the level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

You should refer to the standardising material throughout your marking.

### Step 1 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 descriptor for that level. The descriptor for the level indicates 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.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will 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.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**SECTION A: READING – Assessment Objectives**

AO1	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas.</li> <li>• Select and synthesise evidence from different texts.</li> </ul>
AO2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
AO3	<ul style="list-style-type: none"> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> </ul>
AO4	<ul style="list-style-type: none"> <li>• Evaluate texts critically and support this with appropriate textual references.</li> </ul>

**SECTION B: WRITING – Assessment Objectives**

AO5	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>
AO6	<ul style="list-style-type: none"> <li>• 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).</li> </ul>

<b>Assessment Objective</b>	<b>Section A</b>
AO1	✓
AO2	✓
AO3	✓
AO4	n/a
	<b>Section B</b>
AO5	✓
AO6	✓

**Section A : Reading**

**0 1**

Read again **source A**, from lines 1 to 15.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
  - Choose a maximum of **four** statements.
- a. Jay Rayner has good memories of his time in school.
  - b. Jay Rayner was happy to help his son with his homework.
  - c. As a boy, Jay Rayner worried about handing in his homework on Monday mornings.
  - d. Jay Rayner could not think of a food metaphor to help his son.
  - e. Jay Rayner was very able in school.
  - f. As a boy, Jay Rayner did not enjoy doing homework.
  - g. Jay Rayner looked forward to receiving feedback from his teachers.
  - h. Jay Rayner makes a joke to cover up his own real exam results.

[4 marks]

<b>AO1</b>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas.</li> <li>• Select and synthesise evidence from different texts.</li> </ul>
<b>This assesses the first bullet point identify and interpret explicit and implicit information and ideas.</b>	
a.	Jay Rayner has good memories of his time in school. (F)
b.	Jay Rayner was happy to help his son with his homework. (F)
c.	As a boy, Jay Rayner worried about handing in his homework on Monday mornings. (T)
d.	Jay Rayner could not think of a food metaphor to help his son. (T)
e.	Jay Rayner was very able in school. (F)
f.	As a boy, Jay Rayner did not enjoy doing homework. (T)
g.	Jay Rayner looked forward to receiving feedback from his teachers.(F)
h.	Jay Rayner makes a joke to cover up his own real exam results. (T)

**0 2**

You need to refer to **source A** and **source B** for this question:

Use details from **both** sources. Write a summary of the differences between Eddie and Henry.

[8 marks]

<b>AO1</b> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>		
<b>This assesses both bullet points.</b>		
Level	Skills Descriptors	Content Descriptors (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed  7-8 marks	<ul style="list-style-type: none"> <li>Shows a detailed understanding of differences between the boys                             <ul style="list-style-type: none"> <li>Offers perceptive interpretation of both texts</li> <li>Synthesises evidence between texts</li> <li>Selects judicious range of quotations from both texts</li> </ul> </li> </ul>	Eddie is a typical modern teenager who is cheeky and speaks to his father in a ‘mocking voice’ emphasising their close relationship and good humour with each other. Henry however is distant and formal with his father addressing him in a respectful tone, ‘my dear Father’ emphasising the difference in status between them.
Level 3 Clear, relevant  5-6 marks	<ul style="list-style-type: none"> <li>Shows a clear understanding of differences between the boys                             <ul style="list-style-type: none"> <li>Begins to interpret both texts</li> <li>Demonstrates clear connections between texts</li> <li>Selects relevant quotations/references from both texts to support response</li> </ul> </li> </ul>	Eddie is really cheeky as he speaks to his father in a ‘mocking voice’ showing he is not afraid of him, but Henry is much more formal and respectful, ‘my dear Father’ showing he may be somewhat afraid of him.

<p>Level 2 Some, attempts  3-4 marks</p>	<ul style="list-style-type: none"> <li>• Identifies some differences between the boys</li> <li>• Attempts some inference from one/both texts</li> <li>• Attempts to link evidence between texts</li> <li>• Selects some quotations/references; not always supporting (from both texts)</li> </ul>	<p>Eddie is quite cheeky, 'You can't think of one, can you?' whereas Henry is much more polite, 'Your respectful son.' suggesting he is really trying to persuade his dad to let him come home.</p>
<p>Level 1 Simple, limited  1-2 marks</p>	<ul style="list-style-type: none"> <li>• Shows simple awareness of difference(s)</li> <li>• Offers paraphrase rather than inference</li> <li>• Makes simple or no links between texts</li> <li>• Simple reference or textual details from one/both texts</li> </ul>	<p>Eddie takes the mickey out of his dad but Henry is more polite, 'respectful son'.</p>
<p>Level 0 No marks</p>	<p>Candidates in this band will not have offered any differences Nothing to reward</p>	

AO1 Content may include ideas such as:

- Eddie is a typical, contemporary teen who lives at home/Henry is living in a different century away at boarding school.
- Eddie is informal, cheeky, mocking towards his father/Henry is polite, formal, respectful.
- Eddie asks his father for help with English/Henry asks for his father to bring him home from school
- Eddie and his father seem to have a close relationship and his father has a good humoured attitude towards him/Henry and his father are distant and his father is suspicious of his motives.

**0 3**

You now need to refer **only** to **source B**, the letter by Henry written to his father.

How does Henry use language to try to influence his father?

[12 marks]

<b>AO2</b> 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		
<b>This question assesses Language</b> ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms		
<b>Level</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b> ( <b>NB:</b> The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed  10-12 marks	Shows detailed and perceptive understanding of <i>language</i> <ul style="list-style-type: none"> <li>Analyses the effects of the writer’s choices of language</li> <li>Selects a judicious range of quotations</li> <li>Uses a range of subject terminology appropriately</li> </ul>	Henry uses direct address to his father which suggests familiarity, “you will not let ...”, ‘you will let me come home’ and shows how his future is in the hands of his father, but this is also contrasted with a much more distant and formal mode of address, ‘my dear Father’. This noun phrase is repeated in a number of places as an emotional tool to try and reinforce that his father is ‘dear’ to him – though the distance and time lapse of them being together suggests to the reader this may not be so – and is a deliberate choice by Henry to appeal to his father.

<p>Level 3 Clear, relevant  7-9 marks</p>	<p>Shows clear understanding of <i>language</i></p> <ul style="list-style-type: none"> <li>Clearly explains the effects of the writer's choices of language</li> <li>Selects relevant quotations</li> <li>Uses subject terminology accurately</li> </ul>	<p>Henry uses direct address to his father, 'you will not let ...', 'you will let me come home', which suggests familiarity and shows how he is making an emotive appeal to his father to get him home. This is a contrast to his more formal use of, 'my dear Father'. Henry uses repetition of this phrase to try and show his father that he is 'dear' to him whilst also being polite and respectful in order to influence him.</p>
<p>Level 2 Some, attempts  4-6 marks</p>	<p>Shows some understanding of <i>language</i></p> <ul style="list-style-type: none"> <li>Attempts to comment on the effect of language</li> <li>Selects some relevant quotations</li> <li>Uses some subject terminology, not always appropriately</li> </ul>	<p>Henry uses direct address to his father, 'you will not let ...', 'you will let me'. By addressing him personally, he wants to influence his father to let him come home. He also calls him, 'my dear Father' and uses repetition to try and show how much he loves him and how homesick he is.</p>
<p>Level 1 Simple, limited  1-3 marks</p>	<p>Shows simple awareness of <i>language</i></p> <ul style="list-style-type: none"> <li>Offers simple comment on the effects of language</li> <li>Simple references or textual details</li> <li>Simple mention of subject terminology</li> </ul>	<p>Henry uses words like 'you' which makes the letter more personal. He uses phrases like, 'my dear Father' to influence his father a lot.</p>
<p>Level 0 No marks</p>	<p>No comments offered on the use of language Nothing to reward</p>	

AO2 Content may include the effect of ideas such as:

- use of proper nouns and phrases linked to time and place
- emotive language to appeal to the father
- formal tone created by complex vocabulary and phrases contrasted with simple childlike words, 'good', 'kind'
- use of hyperbole via the simile 'more like Bears ...'
- semantic field of religion, 'church', 'Christians', 'If God permit me...'

**0 4**

For this question, you need to refer to the **whole of source A** together with **source B**, the father’s letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts.

[16 marks]

<b>AO3</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts		
<b>Level</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b> (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Detailed, perceptive  13-16 marks	<ul style="list-style-type: none"> <li>• Shows a detailed understanding of the differences between the ideas and perspectives</li> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how methods are used to convey ideas and perspectives</li> <li>• Selects judicious range of quotations from both texts</li> </ul>	Jay Rayner uses humour to good effect in his article and uses it both in his attitudes to parenting, ‘too busy killing things on Skype’ – showing his warm, relaxed attitude to his son and in his attitudes to education. He refers to his own education using self deprecating humour however, using the simile, ‘like a line of Pac-Men doing a conga to refer to his own grades. This is in direct contrast to ....

<p>Level 3 Clear, relevant  9-12 marks</p>	<ul style="list-style-type: none"> <li>• Shows a clear understanding of differences between the ideas and perspectives</li> <li>• Compares ideas and perspectives in a clear and relevant way</li> <li>• Explains clearly how methods are used to convey ideas and perspectives</li> <li>• Selects relevant quotations to support from both texts</li> </ul>	<p>Jay Rayner presents his attitude to parenting in a humorous way when he says, 'They grow up .... Take the mickey out of you.' whereas Henry's father is much more distant and seems to want to have both his sons well out of the way. We can infer this from Henry's letter when he uses phrases like .....</p>
<p>Level 2 Some, attempts  5-8 marks</p>	<ul style="list-style-type: none"> <li>• Identifies some differences between the ideas and perspectives</li> <li>• Attempts to compare ideas and perspectives</li> <li>• Some comment on how methods are used to convey ideas and perspectives</li> <li>• Selects some quotations/references, not always supporting (from one or both texts)</li> </ul>	<p>Jay Rayner is a cool parent who has a good sense of humour around his son. He is quite impressed with his son's education. We know this when it says, 'He got 20 out of 25, or 80%' whereas Henry's father is not impressed, 'In Henry's letter I see several words wrong spelt,'</p>
<p>Level 1 Simple, limited  1-4 marks</p>	<ul style="list-style-type: none"> <li>• Simple awareness of different ideas and/or perspectives</li> <li>• Simple cross reference of ideas and/or perspectives</li> <li>• Simple identification of how differences are conveyed</li> <li>• Simple references or textual details from one or both texts</li> </ul>	<p>Jay Rayner seems like a laid back father who doesn't mind his son taking the mickey, 'remorselessly taking the mickey'. The other father is not that nice and does not even write to his son. It's like he doesn't care.</p>
<p>Level 0 No marks</p>	<p>No ideas offered about the differences Nothing to reward</p>	

AO3 content may include ideas such as:

- the relaxed, informal, involved parenting of Jay Rayner/the formal and very distant approach of Henry's father
- Jay Rayner's attitude to education seems to be that it is far better in the present than when he was at school and he is proud of his son's achievements/Henry's father seems dissatisfied with the standard of education at Henry's school but seems more concerned with spelling than welfare.

And comment on methods such as:

- use of article form (public sphere)/use of letter form (private sphere)
- use of different tone/register/humour/seriousness
- use of contemporary references (Pac-Men/Google/Skype)/traditional values
- language differences to reflect different times/modes/purposes.

**Section B : Writing**

**0 5** 'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

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

(24 marks for content and organisation 16 marks for accuracy) [40 marks]

<p><b>AO5 Content and Organisation</b>                  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.</p>		
<p>Level 4 19-24 marks</p> <p><b>Content</b> is convincing and crafted;</p> <p><b>Organisation</b> is structured, developed, complex and varied</p>	<p>Upper Level 4 22-24 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is convincing and compelling throughout</li> <li>• Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Highly structured and developed writing, incorporating a range of integrated and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> <li>• Varied and inventive use of structural features</li> </ul>
	<p>Lower Level 4 19-21 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is convincing</li> <li>• Tone, style and register consistently match purpose, form and audience;</li> <li>• Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Structured and developed writing with a range of engaging complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> <li>• Varied and effective structural features</li> </ul>

<p>Level 3</p> <p>13-18 marks</p> <p><b>Content</b> is clear and chosen for effect</p> <p><b>Organisation</b> is engaging connected</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is consistently clear and effective</li> <li>• Tone, style and register matched to purpose, form and audience</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of detailed connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> <li>• Effective use of structural features</li> </ul>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is clear</li> <li>• Tone, style and register generally matched to purpose, form and audience</li> <li>• Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> <li>• Usually effective use of structural features</li> </ul>
<p>Level 2</p> <p>7-12 marks</p> <p><b>Content</b> is successful and controlled</p> <p><b>Organisation</b> is linked/relevant and paragraphed</p>	<p>Upper Level 2</p> <p>10-12 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is mostly successful</li> <li>• Sustained attempt to match purpose, form and audience; some control of register</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> <li>• Some use of structural features</li> </ul>
	<p>Lower Level 2</p> <p>7-9 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates with some success</li> <li>• Attempts to match purpose, form and audience; attempts to control register</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> <li>• Attempts to use structural features</li> </ul>

<p>Level 1 1-6 marks</p> <p><b>Content</b> is simple</p> <p><b>Organisation</b> is simple and limited</p>	<p>Upper Level 1 4-6 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Simple success in communication of ideas</li> <li>• Simple awareness of purpose, form and audience; limited control of register</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> <li>• Evidence of simple structural features</li> </ul>
<p>Level 0 No marks</p>	<p>Candidates will not have offered any meaningful writing to assess Nothing to reward</p>	

<p><b>AO6 Technical Accuracy</b> 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.)</p>	
<p>Level 4 13-16 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>
<p>Level 3 9-12 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>
<p>Level 2 5-8 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>

<p>Level 1 1-4 marks</p>	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li>   <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li>   <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>
<p>Level 0 No marks</p>	<p>Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.</p>

