

GCSE - AQA Style

ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

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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.

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 student 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. There are two, three, four, five or six marks in each level, dependent upon question.

Please note: The sample responses in each Indicative Standard/Content Descriptor column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.

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.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. 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.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a level will ideally have met all skills descriptors of the previous level and at least one of the skills descriptors in that level.

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

Section B: Writing - Assessment Objectives

AO5	<ul style="list-style-type: none"> 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.
AO5	<ul style="list-style-type: none"> 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	N/A
AO4	✓

	Section B
AO5	✓
AO6	✓

Section A: Reading

01

Read again the first part of **source A**, lines 1 to 9.

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

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements

[4 marks]

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts
<p>This assesses bullet point 1 Identify and interpret explicit and implicit information and ideas.</p>	
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 70%;"> <p>A. Emin can't remember much about her childhood holidays.</p> <p>B. Margate had hardly changed since the Victorian times.</p> <p>C. Emin disliked growing up by the seaside.</p> <p>D. Margate was a safe place for children to play.</p> <p>E. The Lido was Emin's favourite place to play.</p> <p>F. Emin and the other children played at the Lido every day in the summer.</p> <p>G. Emin's favourite place to go to was the ice cream parlour.</p> <p>H. It used to rain during Emin's holidays as a child.</p> </div> <div style="width: 25%; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 10px; display: flex; align-items: center; justify-content: center;">F</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 10px; display: flex; align-items: center; justify-content: center;">T</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 10px; display: flex; align-items: center; justify-content: center;">F</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 10px; display: flex; align-items: center; justify-content: center;">T</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 10px; display: flex; align-items: center; justify-content: center;">T</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 10px; display: flex; align-items: center; justify-content: center;">F</div> <div style="border: 1px solid black; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;">F</div> </div> </div>	

02

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

The two seaside towns that Emin and Dickens remember were different.

Use details from **both** sources to write a summary of the differences.

[8 marks]

AO1	<ul style="list-style-type: none">Identify and Interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts	
This assesses both bullet points		
Level	Skills Descriptors	How to arrive at a mark
Level 4 <i>Perceptive, summary</i> 7-8 marks	Shows perceptive synthesis and interpretation of both texts <ul style="list-style-type: none">Makes perceptive inferences from both textsMakes judicious references/use of textual detail relevant to the focus of the questionStatements show perceptive differences between texts	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.
Level 3 <i>Clear, relevant summary</i> 5-6 marks	Shows clear synthesis and interpretation of both texts <ul style="list-style-type: none">Makes clear inferences from both textsSelects clear references / textual detail relevant to the focus of the questionStatements show clear differences between the texts	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.
Level 2 <i>Some understanding and comment</i> 3-4 marks	Shows some interpretation from one / both texts <ul style="list-style-type: none">Attempts some inference(s) from one / both textsSelects some appropriate references / textual detail from one / both textsStatements show some differences between texts	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.
Level 1 <i>Simple, limited comment</i> 1-2 marks	Shows simple awareness from one/both texts <ul style="list-style-type: none">Offers paraphrase rather than inferenceMakes simple reference / textual details from one / both textsStatement(s) show simple differences between texts	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.
Level 0 No marks	Students in this band will not have offered any differences Nothing to reward.	

AO1 Content may include ideas about Margate:

- Being a great place to grow up.
- Having a beautiful swimming pool/lido that was 'safe and healthy' for the children to play in all summer long.
- Having plenty of activities and entertainments such as 'beauty competitions', 'talent shows', 'crazy golf'
- Having an appeal for all ages from the references to 'families ...summer holidays' and the 'old people Old war songs.'
- That recently it has become more shabby and 'left to rot'.

And about Broadstairs:

- Being a smaller, more quiet place where you can escape the city, 'Sky, beach and village '
- Seemingly more rural with the references to the 'ripening corn', 'world of butterflies' and 'crop of radish-seed'
- That it has a harbour and fishing boats
- The entertainment there is poor, 'a bleak chamber ... the Assembly Rooms'
- That at the time the place seems rather neglected and unfashionable, 'ancient little gentleman danced there, in bygone ages.'

03

You now need to refer **only** to **source B**, Dickens' description of his favourite seaside resort, from **line 7 to 23**.

How does Dickens use language to describe the seaside resort of Broadstairs?

[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 i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms		
Level	Skills Descriptors	How to arrive at a mark
Level 4 Perceptive, detailed analysis 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> <ul style="list-style-type: none">Analyses the effects of the writer’s choices of <i>language</i>Selects a judicious range of textual detailMakes sophisticated and accurate use of subject terminology	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.
Level 3 Clear, relevant explanation 7-9 marks	Shows clear understanding of <i>language</i> <ul style="list-style-type: none">Explains clearly the effects of the writer’s choice of <i>language</i>Selects a range of relevant textual detailMakes clear and accurate use of subject terminology	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.
Level 2 Some understanding and comment 4-6 marks	Shows some understanding of <i>language</i> <ul style="list-style-type: none">Attempts to comment on the effect of <i>language</i>Selects some appropriate textual detailsMakes some use of subject terminology, mainly appropriately	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of <i>language</i> <ul style="list-style-type: none">Offers simple comment on effect of <i>language</i>Selects simple references or textual detailMakes simple use of subject terminology, not always appropriately	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.

Level 0 No marks	No comment offered on the use of <i>structural features</i> . Nothing to reward.
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AO2 Content may include the effect of ideas such as:

- Use of personification, such as the reference to the village 'sitting for a picture' and the 'ocean lies winking'
- Use of description/adjectives/noun phrases such as 'ripening corn', 'glassy waters', 'rusty cables and chains', 'tangled sea-weed' show the contrast between the sea and the shore
- Phrases like 'world of butterflies hovering' and 'ripening corn' add to the impression of a beautiful place in the countryside
- The use of soothing 's' sounds mirror the sound of the sea
- Use of similes such as 'like a drowsy lion' and 'as if a family of giants' add a fairy-tale aspect to the place.
- Words and phrases such as 'high and dry', 'reluctantly' and 'bleak chamber' contrast with the beauty and quiet of the place and give it a neglected air.

04

For this question, you need to refer to the **whole of Source A** together with the **whole of Source B**.

Compare how the writers have conveyed their different views and experiences of the seaside.

In your answer, you could:

- compare their different views and experiences
- compare the methods they use to convey those views and experiences
- support your ideas with quotations from both texts

[16 marks]

A03	Compare writers' ideas and perspectives and how they are conveyed, across two or more texts.	
Level	Skills Descriptors	How to arrive at a mark
Level 4 <i>Perceptive, detailed</i> 13-16 marks	<ul style="list-style-type: none"> • 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 understanding of ideas and perspectives in both texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>
Level 3 <i>Clear, relevant</i> 9-12 marks	<ul style="list-style-type: none"> • 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 ideas and perspectives in both texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>
Level 2 <i>Some, attempts</i> 5-8 marks	<ul style="list-style-type: none"> • 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 • Identifies some ideas and perspectives 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>
Level 1 <i>Simple, limited</i> 1-4 marks	<ul style="list-style-type: none"> • Makes simple cross reference of ideas and perspectives • Makes simple identification of writers' methods • Makes simple references/ textual details from one or both texts • Shows simple awareness of ideas and perspectives 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>
Level 0 No marks	No ideas offered about ideas and perspectives Nothing to reward	

AO3 Content may include ideas such as:

- Emin's view of Margate as being a fun, lively place to grow up in with lots of activity and entertainment compared with Dickens' view of Broadstairs as being somewhere quiet and relaxing where he could escape from the heat and dust of the city.
- Emin viewed Margate as being beautiful with amazing buildings and facilities such as the Lido, whereas Dickens sees the natural beauty of Broadstairs with the beach and the cliffs.
- Emin had fun experiences as a child in Margate whereas Dickens visits Broadstairs to relax as an adult and enjoy its quiet beauty.
- Emin was impressed with the variety of entertainment on offer at Margate, whereas Dickens is unimpressed with the Assembly Rooms.
- Both Emin and Dickens take the view that their favourite seaside places have been neglected, 'left to rot', 'high and dry'.

And comment on methods such as:

- Any references to descriptive phrases, adjectives, noun phrases each writer uses to convey their love of each place, 'a magical experience', 'a blessed spot'
- Uses of listing, 'soft sand, neon lights and ice-cream parlours' 'Sky, sea, beach and village'
- Use of first person to convey experience and inclusive language 'imagine how exhilarating', 'our watering place'
- Contrast to present later regret, 'burnt to cinders', 'high and dry by the tide of years'
- Shift in tense in the Emin, 'My mum still lives in the town' to make clear the difference between then and now; present tense in the Dickens shifting to the past with the memory of the 'ancient gentleman'.

Section B: Writing

05

A local newspaper commented: ‘There are no facilities any more for local children to enjoy themselves and build happy memories: where are the parks, the pools, the playgrounds?’

Write a letter to your local MP arguing that more should be done to improve facilities for children in your area.

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

A05		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	How to arrive at a mark
Level 4 <i>Compelling, Convincing</i> 19-24 marks	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> 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 	At the top of the upper range, a student’s response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.
	Lower Level 4 19-21 marks	Content <ul style="list-style-type: none"> Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with conscious crafting of linguistic devices Organisation <ul style="list-style-type: none"> 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 	At the top of the lower range, a student’s response will meet all of the skills descriptors for Content and Organisation. At the bottom of the lower range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.

Level 3 <i>Consistent, Clear</i> 13-18 marks	Upper Level 3 16-18 marks	Content <ul style="list-style-type: none"> Register is consistently matched to audience Consistently matched to purpose Increasingly sophisticated vocabulary and phrasing, chosen for effect, with a range of successful linguistic devices Organisation <ul style="list-style-type: none"> Effective use of structural features Writing is engaging, using a range of clear, connected ideas Coherent paragraphs with integrated discourse markers 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3.</p>
	Lower Level 3 13-15 marks	Content <ul style="list-style-type: none"> Register is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation <ul style="list-style-type: none"> Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with a range of discourse markers 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3.</p>
Level 2 <i>Some Success</i> 7-12 marks	Upper Level 2 10-12 marks	Content <ul style="list-style-type: none"> Some sustained attempt to match register to audience Some sustained attempt to match purpose Conscious use of vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> Some use of structural features Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2.</p>
	Lower Level 2 7-9 marks	Content <ul style="list-style-type: none"> Attempts to match register to audience Attempts to match purpose Begins to vary vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> Attempts to use structural features Some linked and relevant ideas Attempts to write in paragraphs with some discourse markers; not always appropriate 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2.</p>

Level 1 <i>Simple, Limited</i> 7-12 marks	Upper Level 1 4-6 marks	Content <ul style="list-style-type: none"> • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices Organisation <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>
	Lower Level 1 1-3 marks	Content <ul style="list-style-type: none"> • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary Organisation <ul style="list-style-type: none"> • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>
Level 0 No marks	Candidates will not have offered any meaningful writing to assess. Nothing to reward.		

AO6	Technical Accuracy - Candidate 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	How to arrive at a mark
Level 4 13-16marks	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>
Level 3 9-12marks	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>
Level 1 1-4 marks	<ul style="list-style-type: none"> • 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 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>
Level 0 No marks	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	