

## 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"> <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>
AO5	<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>

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

**Section A: Reading**

**01**

Read again the first part of **Source A, lines 1 to 18.**

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]**

<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 bullet point 1 Identify and interpret explicit and implicit information and ideas.</b>	
A. Alain woke up late on the first morning	<b>F</b>
B. The place where Alain was staying had a veranda	<b>T</b>
C. There were fir trees on the beach	<b>F</b>
D. The floor of the sea was covered in pebbles	<b>F</b>
E. Alain found a deck chair at the sea's edge	<b>T</b>
F. To Alain, the sea sounded like a monster sipping water	<b>T</b>
G. The roofs of the hotel bungalows were made of raffia	<b>T</b>
H. Behind the bay were snow covered mountains	<b>F</b>

02

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

The places which Alain de Botton and Mary Shelley visit are very different.

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

**[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>	
<p><b>This assesses both bullet points</b></p> <p>AO1 Content may include ideas such as:</p> <ul style="list-style-type: none"> <li>The geographical location of each place</li> <li>The different atmospheres</li> <li>The different things to do (or lack of)</li> <li>The different features of landscapes</li> <li>The difference in the climates</li> </ul>		
Level	Skills Descriptors	How to arrive at a mark
<p><b>Level 4</b></p> <p><i>Perceptive, summary</i></p> <p><b>7-8 marks</b></p>	<p>Shows perceptive synthesis and interpretation of both texts</p> <ul style="list-style-type: none"> <li>Makes perceptive inferences from both texts</li> <li>Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>Statements show perceptive understanding of differences.</li> </ul>	<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>
<p><b>Level 3</b></p> <p><i>Clear, relevant summary</i></p> <p><b>5-6 marks</b></p>	<p>Shows clear synthesis and interpretation of both texts</p> <ul style="list-style-type: none"> <li>Makes clear inferences from both texts</li> <li>Selects clear references / textual detail relevant to the focus of the question</li> <li>Statements show clear understanding of differences</li> </ul>	<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>
<p><b>Level 2</b></p> <p><i>Some understanding and comment</i></p> <p><b>3-4 marks</b></p>	<p>Shows some interpretation from one / both texts</p> <ul style="list-style-type: none"> <li>Attempts some inference(s) from one / both texts</li> <li>Selects some appropriate references / textual detail from one / both texts</li> <li>Statements show some understanding of differences</li> </ul>	<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>

<p><b>Level 1</b></p> <p><i>Simple, limited comment</i></p> <p><b>1-2 marks</b></p>	<p>Shows simple awareness from one/both texts</p> <ul style="list-style-type: none"> <li>• Offers paraphrase rather than inference</li> <li>• Makes simple reference / textual details from one / both texts</li> <li>• Statement(s) show a simple understanding of differences</li> </ul>	<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>
<p><b>Level 0</b> <b>No marks</b></p>	<p>Students in this band will not have offered any differences Nothing to reward.</p>	

03

You now need to refer **only** to **Source B**, Shelley's letter about her time spent in Germany, from **line 1 to 14**.

How does Shelley use language to convey her enjoyment of her visit to the reader?

[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.	
<p><b>This question assesses Language</b> i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms</p> <p>AO2 Content may include the effect of ideas such as:</p> <ul style="list-style-type: none"> <li>• The use of first person</li> <li>• The use of letter form</li> <li>• The use of descriptive words and phrases, linguistic devices, imagery and extended vocabulary</li> <li>• The use of favourable comparison</li> <li>• The use of sentence structure to convey e.g. her enthusiasm</li> </ul>		
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<p><b>Level 4</b></p> <p><i>Perceptive, detailed analysis</i></p> <p><b>10-12 marks</b></p>	<p>Shows detailed and perceptive understanding of <i>language</i></p> <ul style="list-style-type: none"> <li>• Analyses the effects of the writer's choices of <i>language</i></li> <li>• Selects a judicious range of textual detail</li> <li>• Makes sophisticated and accurate use of subject terminology</li> </ul>	<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>
<p><b>Level 3</b></p> <p><i>Clear, relevant explanation</i></p> <p><b>7-9 marks</b></p>	<p>Shows clear understanding of <i>language</i></p> <ul style="list-style-type: none"> <li>• Explains clearly the effects of the writer's choice of <i>language</i></li> <li>• Selects a range of relevant textual detail</li> <li>• Makes clear and accurate use of subject terminology</li> </ul>	<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>
<p><b>Level 2</b></p> <p><i>Some understanding and comment</i></p> <p><b>4-6 marks</b></p>	<p>Shows some understanding of <i>language</i></p> <ul style="list-style-type: none"> <li>• Attempts to comment on the effect of <i>language</i></li> <li>• Selects some appropriate textual details</li> <li>• Makes some use of subject terminology, mainly appropriately</li> </ul>	<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>

<p><b>Level 1</b></p> <p><i>Simple, limited comment</i></p> <p><b>1-3 marks</b></p>	<p>Shows simple awareness of <i>language</i></p> <ul style="list-style-type: none"> <li>• Offers simple comment on effect of <i>language</i></li> <li>• Selects simple references or textual detail</li> <li>• Makes simple use of subject terminology, not always appropriately</li> </ul>	<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>
<p><b>Level 0</b></p> <p><b>No marks</b></p>	<p>No comment offered on the use of <i>language features</i>. Nothing to reward.</p>	



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 experiences and views about travel.

In your answer, you could:

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

**[16 marks]**

<b>AO3</b>	<p>Compare writers' ideas and perspectives and how they are conveyed, across two or more texts.</p> <p>AO3 Content may include ideas such as:</p> <ul style="list-style-type: none"> <li>• The structure of Alain de Botton's piece which offers a change of perspective</li> <li>• The tone of each piece – hyperbolic enthusiasm verses reality – linguistic techniques used including sentence structure</li> <li>• The writers' different expectations about what the experience should offer</li> <li>• Static beach holiday contrasting with more varied active travel experience</li> </ul>	
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<b>Level 4</b> <i>Perceptive, detailed</i>  <b>13-16 marks</b>	<ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how writers' methods are used</li> <li>• Selects a range of judicious supporting detail from both texts</li> <li>• Shows a detailed understanding of ideas and perspectives in both texts</li> </ul>	<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>
<b>Level 3</b> <i>Clear, relevant</i>  <b>9-12marks</b>	<ul style="list-style-type: none"> <li>• Compares ideas and perspectives in a clear and relevant way</li> <li>• Explains clearly how writers' methods are used</li> <li>• Selects relevant detail to support from both texts</li> <li>• Shows a clear understanding of ideas and perspectives in both texts</li> </ul>	<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>
<b>Level 2</b> <i>Some, attempts</i>  <b>5-8 marks</b>	<ul style="list-style-type: none"> <li>• Attempts to compare ideas and perspectives</li> <li>• Makes some comment on how writers' methods are used</li> <li>• Selects some appropriate textual detail/references, not always supporting from one or both texts</li> <li>• Identifies some ideas and perspectives</li> </ul>	<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>

<p><b>Level 1</b> <i>Simple, limited</i></p> <p><b>1-4 marks</b></p>	<ul style="list-style-type: none"> <li>• Makes simple cross reference of ideas and perspectives</li> <li>• Makes simple identification of writers' methods</li> <li>• Makes simple references/ textual details from one or both texts</li> <li>• Shows simple awareness of ideas and perspectives</li> </ul>	<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>
<p><b>Level 0</b> <b>No marks</b></p>	<p>No ideas offered about ideas and perspectives Nothing to reward</p>	

## Section B: Writing

05

‘Travel has limited benefits. It is absolutely right that parents should not be allowed to take their children out of school during term time for holidays.’

Write an article for an educational website in which you argue for or against this statement.

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

**[40 marks]**

<b>AO5</b>		<b>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.	
<b>Level</b>		<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<b>Level 4</b>  <i>Compelling, Convincing</i>  <b>19-24</b> <b>marks</b>	<b>Upper</b> Level 4  22-24 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is convincing and compelling for audience</li> <li>• Assuredly matched to purpose</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>• Varied and inventive use of structural features</li> <li>• Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	<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 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.</p>
	<b>Lower</b> Level 4  19-21 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Register is convincingly matched to audience</li> <li>• Convincingly matched to purpose</li> <li>• Extensive vocabulary with conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Varied and effective structural features</li> <li>• Writing is highly engaging with a range of developed complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> </ul>	<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 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.</p>

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

<b>Level 1</b>  <i>Simple, Limited</i>  <b>1-6 marks</b>	<b>Upper</b> Level 1  4-6 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Simple awareness of register/audience</li> <li>• Simple awareness of purpose</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Evidence of simple structural features</li> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> </ul>	<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>
	<b>Lower</b> Level 1  1-3 marks	<b>Content</b> <ul style="list-style-type: none"> <li>• Occasional sense of audience</li> <li>• Occasional sense of purpose</li> <li>• Simple vocabulary</li> </ul> <b>Organisation</b> <ul style="list-style-type: none"> <li>• Limited or no evidence of structural features</li> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> </ul>	<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>
<b>Level 0</b> <b>No marks</b>	Candidates will not have offered any meaningful writing to assess. Nothing to reward.		

<b>AO6</b>	<b>Technical Accuracy</b> - 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.)	
<b>Level</b>	<b>Skills Descriptors</b>	<b>How to arrive at a mark</b>
<b>Level 4</b> <b>13-16 marks</b>	<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>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>
<b>Level 3</b> <b>9-12 marks</b>	<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>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>
<b>Level 2</b> <b>5-8 marks</b>	<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>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>
<b>Level 1</b> <b>1-4 marks</b>	<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>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>
<b>Level 0</b> <b>No marks</b>	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	