

Paper 2 Mark scheme

The table below shows the number of raw marks allocated for each question in this mark scheme.

Component	Assessment Objectives						Total marks
	A01	A02	A03	A04	A05	A06	
Component 2 – Non-fiction and Transactional Writing							
Question 1	2						2
Question 2		2					2
Question 3		15					15
Question 4	1						1
Question 5		1					1
Question 6				15			15
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

Section A – Reading

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
1	Accept any two of the following answers, based on lines 11-16: <i>Cigarettes, Oxo, Bovril.</i>	(2)

Question Number	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	Mark																
2	<p>Award 1 mark for a valid example from lines 22-28, and 1 mark for how the writer uses language. For example:</p> <table border="1"> <thead> <tr> <th>Example from the text:</th> <th>How the writer uses language:</th> </tr> </thead> <tbody> <tr> <td>'Darling' (1)</td> <td>the way the writer uses a 'pet name' for his wife (1)</td> </tr> <tr> <td>'little' (1)</td> <td>the writer uses an adjective in an affectionate way (1)</td> </tr> <tr> <td>'won't you' / 'didn't you' (1)</td> <td>the writer uses (tag) questions to show he does not want to upset his wife (1)</td> </tr> <tr> <td>'You are a pet' (1)</td> <td>the writer uses an affectionate metaphor to describe his wife (1)</td> </tr> <tr> <td>'absolutely A1' (1)</td> <td>the writer uses alliteration to emphasise how much he enjoyed her cooking (1)</td> </tr> <tr> <td>'Oh, I can only cook a plain dinner.' (1)</td> <td>the writer uses speech as a medium of affectionate teasing (1)</td> </tr> <tr> <td>'I need never fear for my life' (1)</td> <td>the writer uses language to tease his wife, showing affection between them (1)</td> </tr> </tbody> </table>	Example from the text:	How the writer uses language:	'Darling' (1)	the way the writer uses a 'pet name' for his wife (1)	'little' (1)	the writer uses an adjective in an affectionate way (1)	'won't you' / 'didn't you' (1)	the writer uses (tag) questions to show he does not want to upset his wife (1)	'You are a pet' (1)	the writer uses an affectionate metaphor to describe his wife (1)	'absolutely A1' (1)	the writer uses alliteration to emphasise how much he enjoyed her cooking (1)	'Oh, I can only cook a plain dinner.' (1)	the writer uses speech as a medium of affectionate teasing (1)	'I need never fear for my life' (1)	the writer uses language to tease his wife, showing affection between them (1)	(2)
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In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses. **Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	<p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> • the use of personal pronouns: repetitive use of 'I' creates a sense that the events are personal • the language used creates a sense of normality in that the letter starts with news and weather: 'on Monday it rained steadily yet Tuesday (yesterday) morning broke fair and fine' • references to time show that events are important to him and create a sense that he is missing home: 'Another night has passed and another morning come', 'all day and night on Monday', 'all the morning and afternoon' • positive language is used to show he is trying to remain upbeat despite the circumstances: 'good', 'fair and fine', 'we had a nice day', 'greatly improved' • the writer emphasises how pleased he is when he talks about what his wife has sent him: 'it is so very useful', 'The piece this week is lovely', 'it is grand', 'very nice' • alliteration is used to create interest: 'fair and fine' • use of emotive language conveys the writer's feelings and affection for his wife: 'my little Darling', 'Dearest little one'; this contrasts with his feelings about work which are implied through language like 'employed' and 'putting down boards along the trenches' • he uses contrasting descriptions to show he wants his wife to know he is alright, but also he does not want her to feel that he is pleased to be away: 'we had a nice day except that underneath everything was mud and slosh', 'A cold night's bad, but a wet cold night is worse. You must not worry about me, Darling' • colloquial language is used to show he is talking to someone he knows and is relaxed with: 'slosh', 'twaddle'. <p>Responses may include the following points about the structure of the text:</p> <ul style="list-style-type: none"> • the letter starts with repetition of 'another' to show how long he has been away: 'Another night has passed and another morning' • use of lists shows what the writer wants and does not want his wife to send: 'Toffee, condensed milk, candles, rice and potted meat' • the letter uses (tag) questions to show that he is engaging his wife in the letter and to try to avoid upsetting her: 'will you', 'doesn't it?', 'won't you', 'didn't you?' • the use of structure shows the spontaneity of his thinking: 'Potted meat for tea today, candle tonight if necessary', 'it was not always used for that purpose but once formed part of my lady's - 'Oh dear, oh dear, what am I saying'' • the use of a variety of paragraph lengths: short paragraphs to make specific personal comments to his wife and longer paragraphs to explore the wider context for both of them • the letter suggests it is one of a sequence; it makes reference to the past at the start: 'I am still in the trenches', 'your last parcel'; it ends by looking to the future: 'If you require new clothes...for the winter'. <p style="text-align: right;">(15 marks)</p>

Level	Mark	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
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited comment on the text. Identification of the language and/or structure used to achieve effects and influence readers. The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none"> Comment on the text. Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</p>
Level 3	7–9	<ul style="list-style-type: none"> Explanation of the text. Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure. The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none"> Exploration of the text. Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none"> Analysis of the text. Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. The selection of references is discriminating and clarifies the points being made.

Question Number	AO1: Identify and interpret explicit information and ideas	Mark
4	<p>Accept any reasonable answer based on lines 17-22. Quotations and candidate's own words are acceptable. For example:</p> <ul style="list-style-type: none"> • 'used to feel pointless and laborious; now it's quick and delightful' • quicker • 'delightful' • 'minimal preparation'/ less washing-up • recipes can be easily made 'for one hungry person, or one person and a child, or in multiples.' • food can be made ahead and frozen. 	(1)

Question Number	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	Mark
5	<p>Accept any reasonable answer based on the example given. For example:</p> <ul style="list-style-type: none"> • the description of 'Cheap, processed ready meals' suggests a lack of quality or attention to quality (1) • negative language like 'lack of', 'poor', 'broke out' and 'angry' shows that she felt unhealthy and unhappy (1) • the description of her child emphasises the anxiety that she feels for her son (1) • the personification of the spots as 'big angry spots' shows the negative physical impact of the food on her (1). 	(1)

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the writer shows how her experience has affected others.</p> <p>References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the opening of the extract indicates that the events described are from the writer's own words, showing that this is a shared personal experience • the opening of the extract gives a narrative of her reasons for writing a book to assist in the campaign or promote her campaign to others against hunger and poverty • she refers to her son as 'Small Boy'. The fact that she has to look after a young child on a meagre budget draws similarities with her 'small' amount of money she has to spend on food • the effect of the 'cheap processed ready meals' is shown in physical terms which crafts the impact on others: led to a 'constantly hungry child' • the writer's conscious crafting of the extract demonstrates the development of the theme from problem (hunger) to solution ('home-cooked food') to results that impact on 'Small Boy': 'Small Boy and I are healthier, happier and still a bit soft around the edges' • the description of how the writer's friends are complimentary about her new found recipes shows the impact positively: 'I manage to fill a table and they manage to clear their plates with compliments and smiles and disbelief that I do it so cheaply' • the way the writer crafts the extract to show how others can interact with her ideas is effective: users of the internet are able to follow the writer's recipes as they follow her blog on www.agirlcalledjack.com • the writer structures the piece to move from her difficult financial situation at the start to the positive financial effects of her blog on other people: 'People emailed me to tell me how much money they were saving on their weekly shop' • the impact on others is ultimately seen in those who end up buying her book: 'All my recipes can be made easily for one hungry person, or one person and a child, or in multiples, and frozen for home-made ready meals'. <p style="text-align: right;">(15 marks)</p>

Level	Mark	A04: Evaluate texts critically and support this with appropriate textual reference
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none"> • Comment on ideas, events, themes or settings. • Straightforward opinions with limited judgements are offered about the text. • The selection of references is valid, but not developed.
Level 3	7–9	<ul style="list-style-type: none"> • Explanation of ideas, events, themes or settings. • Informed judgement is offered about the text. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none"> • Analysis of ideas, events, themes or settings. • Well-informed and developed critical judgement is offered about the text. • The selection of references is appropriate, detailed and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none"> • Evaluation of ideas, events, themes or settings. • There is a sustained and detached critical overview and judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the points being made.

Question Number	Indicative content	
7a	<p>Students must draw on BOTH texts to access marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both texts show that Bert and Jack are removed from the comfort of normality – Text 1 shows the writer away at war while Text 2 shows her living in a much smaller place than she was used to • both writers have family responsibilities. Text 1 refers to a traditional early 20th century husband informing his wife what she must do; while Text 2 shows the writer having to fend for herself while looking after her son, 'Small Boy' • both writers have to cook or eat with limited resources. In Text 1 the writer receives food parcels from his wife whereas the writer in Text 2 has to eat the 'Basics range'. In Text 1 the writer has to use a rag to keep his food clean and the writer in Text 2 only has 'a hob and two saucepans' • Bert and Jack both explain that even with limited resources there is always a choice. In Text 1 the writer asks his wife to not send certain items. Similarly in Text 2 the writer decides to 'dust off my apron and cook meals from scratch' • both writers hint at a positive future. Text 1 comments on 'keeping proper accounts' to check their household budget when he gets back from the war and Text 2 looks at how much healthier the writer and others have become since changing eating habits • both writers have had to learn how to cope without luxuries: in Text 1 the writer is not at home eating fresh home-cooked pastry and in Text 2 the writer has had to do without her 'well-stocked kitchen' and 'swanky organic' food • both writers share an enjoyment of eating. In Text 1 the writer compliments his wife on her pastry; in Text 2 it is the writer's friends who compliment her on her cooking. <p style="text-align: right;">(6 marks)</p>	
Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Limited understanding of similarities • Limited synthesis of the two texts • The use of evidence is limited.
Level 2	3–4	<ul style="list-style-type: none"> • Sound understanding of similarities • Clear synthesis of the two texts • The selection of evidence is valid but not developed and there may be an imbalance.
Level 3	5–6	<ul style="list-style-type: none"> • Detailed understanding of similarities • Detailed synthesis of the two texts • The selection of evidence is appropriate and relevant to the points being made.

In responses to the following question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.

Question Number	Indicative content
7b	<p>Reward responses that compare how each writer presents the changing situations.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both show the impact of negative changes in circumstances. In Text 1 the writer is a soldier in the trenches during WW1, whereas the writer in Text 2 has moved from affluence to poverty by being made unemployed • the texts have a different audience: in Text 1 the writer is speaking to a particular person i.e. his new wife, whereas the writer in Text 2 is speaking to a much wider and more diverse audience • both texts use a mix of formal but mainly informal language. While both extracts are on serious topics, both writers manage to create some humour or use irony • both texts are mainly about themselves and how they feel. Both writers use a lot of personal pronouns, especially 'I' in order to explain how isolated and lonely they feel • both show experiences when under pressure: of the war and having a new wife in Text 1, a change in finances and caring for a small child in Text 2 • both talk about the impact of their situations on others. In Text 1 the writer is careful to explain without offending his wife, whereas the writer in Text 2 talks of the impact on her young son • both writers gave practical advice to the readers: Text 1 to his wife on how to cope with the winter and Text 2 to the readers on how to produce cheap and healthy meals • both show how food prepared by others can be reassuring in their situations. In Text 1 Bert is quick to compliment his wife on her pastry; similarly the writer in Text 2 is able to compliment her own efforts and relay the compliments of others as reassurance • both show the importance of hierarchy in a family but this contrasts given the time of the text. In Text 1 the writer is clearly the head of his traditional household being a male, whereas the writer in Text 2, a female, is head of hers • both texts are personal about the situation but are used in different ways - one uses the experience to reassure his wife, the other to raise interest in her book/blog. <p style="text-align: right;">(14 marks)</p>

Level	Mark	A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited.
Level 2	3–5	<ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</p>
Level 3	6–8	<ul style="list-style-type: none"> • The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	9–11	<ul style="list-style-type: none"> • The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	12–14	<ul style="list-style-type: none"> • The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts, they are discriminating, and clarify the points being made.

Section B – Transactional Writing

Refer to the writing assessment grids at the end of this section when marking Question 8 and Question 9.

Question Number	Indicative content
*8	<p>Purpose: to write a section for a text book to advise and/or inform.</p> <p>Audience: the writing is for a general readership. The focus is on communicating ideas about how to manage change. This can involve a range of approaches.</p> <p>Form: the response should be set out as a section for a text book using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • comment on possible changes the writer and others have to cope with, for example with regard to school, work, family, relationships and finances • discuss how change can affect people, for example physically or emotionally and positively or negatively • offer comments on the ways change can be dealt with, such as planning ahead where possible, having a positive outlook, communicating with others such as friends and family. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p>

Question Number	Indicative content
*9	<p>Purpose: to write a letter to a newspaper to inform and/or persuade.</p> <p>Audience: newspaper readers. Candidates can choose which local newspaper they are writing for. The focus is on communicating ideas about the expense of healthy food. This can involve a range of approaches.</p> <p>Form: the response should be set out as a letter using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • give views on what food is considered healthy or unhealthy, for example 'fast food', takeaway food, food with sugar, salt or fat • offer views on the cost of unhealthy or 'junk' food • identify and explain things that people can do to eat healthily and save money, such as making home-made food, growing your own fruit and vegetables, cooking in bulk and freezing food, planning ahead with meals. <p style="text-align: right;">(40 marks)</p> <p>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</p>

Writing assessment grids for Question 8 and Question 9

A05: <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 		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> • provides no rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • offers a basic response, with audience and/or purpose not fully established • expresses information and ideas, with limited use of structural and grammatical features
Level 2	5–9	<ul style="list-style-type: none"> • shows an awareness of audience and purpose, with straightforward use of tone, style and register • expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10–14	<ul style="list-style-type: none"> • selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register • develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15–19	<ul style="list-style-type: none"> • organises material for particular effect, with effective use of tone, style and register • manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20–24	<ul style="list-style-type: none"> • shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register • manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1-3	<ul style="list-style-type: none"> uses basic vocabulary, often misspelled uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4-6	<ul style="list-style-type: none"> writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7-9	<ul style="list-style-type: none"> uses a varied vocabulary and spells words containing irregular patterns correctly uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10-12	<ul style="list-style-type: none"> uses a wide, selective vocabulary with only occasional spelling errors positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13-16	<ul style="list-style-type: none"> uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

