

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) Answer	Mark
1	<p>Accept any reasonable answer based on lines 41 to 49, up to a maximum of 2 marks.</p> <p>Quotations and candidate's own words are acceptable.</p> <p>For example:</p> <ul style="list-style-type: none"> • 'motivated problem-solvers' (1) • 'do not crave the limelight' (1) • good at building relationships (1) • willing to put themselves in danger (1) • determined because it is hard to apply (1) • British (1) • have a degree at 2:2 or above. (1) 	(2)

Question Number	(AO2) Answer	Mark
2	<p>Award 1 mark for a valid example from lines 10 to 18, and 1 mark for the text reference.</p> <p>Do NOT accept an example without a text reference.</p> <p>For example:</p> <ul style="list-style-type: none"> • the phrase 'tiptoed into the modern world' (1) shows it has taken a long time to change and it was old fashioned before (1) • saying 'it has had to' (1) shows that SIS has been forced to change the way it recruits (1) • the word 'wider' (1) shows that it is looking for a broad range of people (1) • the mention of 'ethnic minorities' and 'women' (1) shows the broader types of people being recruited (1). 	(2)

In responses to the following 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 article uses language and structure to interest and engage readers.</p> <p>Responses may include the following points about the language of the text:</p> <ul style="list-style-type: none"> • the writer uses literary techniques such as personification to create interest in the reader. Referring to SIS as someone 'tiptoeing' into the modern world, creates a sense that they want to do it quietly and without fuss or that they are not sure about it • the colloquial tone helps to strengthen rapport with the reader, e.g. 'Could you tell your mum?' • the use of humour is designed to interest the reader and engage them in what is being said. It also helps to make SIS seem less secret and 'untouchable', e.g. 'the kind who know what to do with scatter cushions', 'Could you tell your mum?' • the quotations from the officers make the job sound 'normal' and so more appealing, with references to family 'I do get to drop my daughter at nursery and pick her up' and skills many people have such as 'building relationships' • the article contrasts the normal with the unusual – the references to family are contrasted with the references to exotic foreign travel 'Africa and the Middle East' <p>Responses may include the following points about the structure of the text</p> <ul style="list-style-type: none"> • the use of short sentences at the start sets a conversational tone as if the writer is talking to the reader and telling them a secret about the types of people being recruited, e.g. 'That increasingly means people from the ethnic minorities.' and 'There is a demand for more women, too.' • the structure of the article is used to surprise the reader and make them realise that their ideas about spies are incorrect, e.g. lines 10-18 show that the recruitment drive is unusual and the last part, from line 38, shows that there are particular qualities and requirements • the use of short sentences in the section on application emphasises how difficult it is, e.g. 'Five per cent of applicants fail personal vetting'. • the repetition of percentages and 'half' in lines 43-46 shows how hard it is to be selected and this contrasts with the idea of it being open and friendly.

Level	Mark	(AO2) Descriptor
	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) Answer	Mark
4	Accept the answer below for 1 mark: <ul style="list-style-type: none"> • Three (messages) 	(1)

Question Number	(AO2) Answer	Mark
5	Award 1 mark for a valid example made about lines 6 to 8. Do NOT accept an example without an explanation. For example: <ul style="list-style-type: none"> • the repetition of 'and' emphasises how complex his task is (1) • the word 'unbreakable' makes you think that he will never be able to break the code (1) • the long first sentence, followed by 'And got nowhere.', makes it sound like he is trying to do something impossible (1) • 'millions of guilders' makes his task seem harder as his enemy has a lot at stake. (1) 	(1)

Question Number	Indicative content	
6	<p>Reward responses that evaluate how successful Leo Marks' is in his purpose of engaging the reader through his description of his relationship with 'the girls'. 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"> • Leo Marks uses his relationship with the girls to create a contrast between him and them. He is under pressure to give them what they need to set to work. He is 'on the floor' and they are tired of waiting • Leo Marks describes the girls as losing 'all confidence' in him. He surprises and so engages the reader by agreeing with them. There is an entertaining banter between Leo and the girls • Leo Marks is supposed to be the girls' boss, but he makes it sound like they are the boss of him – he has respect for them. He is self-deprecating and this makes it funny • Leo Marks is writing in a manipulative way to seem as though he is a really nice boss to the girls. He keeps saying nice things about them and they seem to be too assertive with him • Leo Marks is patronising in his description of 'the girls', with the way he groups them all together and makes himself very separate • the way Leo Marks keeps trying to impress the girls and failing makes the passage engaging as the interactions are playful, 'who were less than pleased to see me.' • one of the girls is brave enough to whisper 'Our patience' when Leo tells them there's one last thing to be tried. This is amusing as it shows how cheeky they can be and perhaps explains why Leo is nervous of them. 	
Level	Mark	(AO4) Descriptor
	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.
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Question Number	Indicative content	
7a	<ul style="list-style-type: none"> Both men seem quiet and reserved. Nick is 'softly spoken' and Leo is not comfortable speaking to 'the girls' Both are intelligent and educated. Nick was 'the first in his family to attend university' and Leo uses specialist language that shows his intelligence, such as 'frequency count' and 'substitution code' Both Nick and Leo know the importance of being secretive. Nick has 'managed to conceal his clandestine life from his friends' while Leo sees how codes are created to protect secrets 'And it was possible that the three messages had been enciphered on the same Playfair phrase' Both men realise the importance of being part of a team. Nick says he was 'amazed' how friendly it was and Leo says 'the cheer that went up in the code room could have been heard in the Netherlands' Both realise the work can involve long hours. Nick says 'occasionally you do work long hours' and Leo spends more than three days on the code in the extract Both Nick and Leo have an international focus. Nick was 'initially attracted to MI6 by the chance to travel' and Leo mentions German and Dutch. Both Nick and Leo seem to be men who prefer to be behind the scenes. Nick says it is important to be a person who doesn't 'crave the limelight'. Leo also is more comfortable working alone and, talking to the girls, he has to do his best 'not to stammer' <p>Students must draw on BOTH texts to access marks.</p>	
Level	Mark	(AO1 bullet 2) Descriptor
	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	Reward responses that compare how each writer presents the idea of working for an intelligence agency. Responses may include: <ul style="list-style-type: none"> • both texts show it can be difficult – Text 1 shows how difficult it is to be selected and Text 2 shows how difficult the work can be and how you need to be patient • both texts show that working in intelligence can be just like a normal job, where you need to be able to work well in a team • both texts show how people who work in intelligence are just ordinary people who have normal feelings and aren't superhuman, 'Doing my best not to stammer' • even though each text shows the ordinary aspects of working in Intelligence, it also shows how important it can be, as in Text 2 they crack a code to help with the war and in Text 1 you could be placed 'in danger' and can travel the world • both texts use humour – in Text 1 by mocking the clichés of working in intelligence and in Text 2 by showing the relationships when the pressure is on • Text 1 suggests that the application process is making a lot of demands of the people who apply for the job, e.g. 'motivated problem-solvers', but in Text 2 Marks cracks the code by just getting lucky • Text 1 says SIS are looking for target groups of people from ethnic minorities and women but in Text 2 it is a white male who is in charge of 'the girls'. However, this could just reflect the time in which Text 2 was set. 	
Level	Mark	(AO3) Descriptor
	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

Question Number	Indicative content
*8	<p>Purpose: to write a letter of application – informative and persuasive</p> <p>Audience: the British Intelligence Service MI6; a professional adult audience. The focus is on communicating ideas about why the agency should offer the writer a position. This may involve a range of approaches and should be compelling.</p> <p>Form: the response should be set out as a formal letter. The letter should be opened and closed clearly, with an appropriate salutation and letter ending. Paragraphs should be organised appropriately. The response should have appropriate tone and language for a letter of application.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • introduce the candidate and why they are writing • focus on what the qualities of an Intelligence Officer are, e.g. can get on with a broad range of people, effective communication skills, ability to work in a team • comment on the candidate's own skills and experience and link them to the qualities (skills can be real or imagined), e.g. ability to keep information secret, able to build rapport, interpersonal skills, influencing and persuading skills • describe examples of where they have used these skills or other relevant personal anecdotes • comment on the difference an Intelligence Officer can make to their country. <p style="text-align: right;">40 marks</p>

Writing mark scheme AO5

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.

AO6

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.

Question Number	Indicative content
*9	<p>Purpose: to write an article for a newspaper – informative and persuasive</p> <p>Audience: newspaper readers. Candidates can choose which newspaper they are writing for. Some candidates may adapt their writing to suit the conventions of tabloid or broadsheet newspapers. The focus is on communicating ideas about technology. This may involve a range of approaches and should be compelling.</p> <p>Form: the response should be set out effectively as an article; however, candidates may make some use of side-headings and bullet points. Credit should be given to those answers that use any stylistic conventions of a newspaper article – this may have various forms but must include a heading, an introduction to the subject, a summary of the issues or ideas being considered, and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • comment on the ways technology can track people, e.g. through use of social networking updates, using loyalty cards means businesses can see what you buy and send you offers • say that technology invades our lives and offer examples of how it does this, e.g. social networking, keeping in touch with friends, text messages, applications on smart phones meaning phone can be used for many different functions • comment on who can use information shared through technology, e.g. the police can use CCTV in city centres to see what people do and where they go, tracking applications can be used by anyone to see where you are, social networking posts can be used by criminals to see when people are on holiday and burgle them • comment on benefits, e.g. a tracking application can help if someone is lost or stranded, using technology means that supermarkets send you offers on things they know you buy or other personal anecdotes • some candidates may give points on both benefits and problems but other candidates may take one side only. <p style="text-align: right;">40 marks</p>