

## 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	<b>AO1: Identify and interpret explicit information and ideas</b>	Mark
<b>1</b>	Accept any reasonable answers based on lines 5-13. <b>Quotations and candidate's own words are acceptable.</b>  For example: <i>lock, tight, hold, support, confirming, fully.</i>	<b>(2)</b>

Question Number	<b>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</b>	Mark												
<b>2</b>	<p>Award 1 mark for a valid example from lines 17-19, and 1 mark for an example from the text. For example:</p> <table border="1"> <thead> <tr> <th><b>Example from the text:</b></th> <th><b>How the writer uses language in your example:</b></th> </tr> </thead> <tbody> <tr> <td>'consumes the sky' (1)</td> <td>the way the writer describes how big the falling stone is (1)</td> </tr> <tr> <td>'Fear shoots my hands over my head' (1)</td> <td>the writer uses personification of fear (1)</td> </tr> <tr> <td>'falling' / 'consumes' / 'shoots' / 'move' / 'fall' / 'push' (1).</td> <td>the writer uses lots of verbs to show how he is having to move quickly (1)</td> </tr> <tr> <td>'My only hope' (1)</td> <td>the writer uses language to show how he is in danger (1)</td> </tr> <tr> <td>'fall(ing)' (1)</td> <td>the writer uses repetition to emphasise that there is only one way to move (1)</td> </tr> </tbody> </table>	<b>Example from the text:</b>	<b>How the writer uses language in your example:</b>	'consumes the sky' (1)	the way the writer describes how big the falling stone is (1)	'Fear shoots my hands over my head' (1)	the writer uses personification of fear (1)	'falling' / 'consumes' / 'shoots' / 'move' / 'fall' / 'push' (1).	the writer uses lots of verbs to show how he is having to move quickly (1)	'My only hope' (1)	the writer uses language to show how he is in danger (1)	'fall(ing)' (1)	the writer uses repetition to emphasise that there is only one way to move (1)	<b>(2)</b>
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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 text uses language and structure to interest and engage readers.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>• the use of personal pronouns: repetitive use of 'I' creates a sense that the events are personal</li> <li>• the language used creates drama/suspense: 'It supports me but teeters slightly' suggests that something is going to happen</li> <li>• references to time show the speed of events and create suspense: 'The next three seconds play out at a tenth of their normal speed'</li> <li>• alliteration is used to create interest: on 'the round rocks below'; 'rock ricochets'</li> <li>• use of emotive language conveys the writer's feelings and physical pain: 'the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm'</li> <li>• technical language, 'traverse', 'chimneying', 'torque', is used to show that he is an expert in climbing and has done this before, creating confidence in him</li> <li>• religious language is used to express extreme emotion: 'Good Christ, my hand'.</li> </ul> <p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>• use of punctuation shows the slowing down of time and his reactions: '...with my arm in tow...My disbelief paralyses me temporarily as I stare at the sight of my arm vanishing into an implausibly small gap...'</li> <li>• the extract starts with confidence that Ralston knows what he is doing (the first paragraph shows words like 'lock', 'tight', 'confirming'), but then he ends the second paragraph with a sentence beginning with 'My only hope', showing the building of suspense</li> <li>• the use of short sentences emphasises the stressful situation and the physical pain: 'Then silence', 'Good Christ, my hand'</li> <li>• lists are used to show how much action is happening: 'The rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets; at the wrist, palm in, thumb up, fingers extended'.</li> </ul>

Level	Mark	<b>A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>Limited comment on the text.</li> <li>Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>Comment on the text.</li> <li>Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>Explanation of the text.</li> <li>Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>Exploration of the text.</li> <li>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.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>Analysis of the text.</li> <li>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.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	<b>AO1: Identify and interpret explicit information and ideas</b>	Mark
<b>4</b>	Accept any reasonable answer based on lines 1-8. <b>Quotations and candidate's own words are acceptable.</b> For example: <ul style="list-style-type: none"> <li>• 'The practical absence of summer weather'</li> <li>• the ship was trapped in the ice</li> <li>• the ship 'was crushed by the ice and finally sank'.</li> </ul>	<b>(1)</b>

Question Number	<b>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</b>	Mark
<b>5</b>	Accept any reasonable answer based on the example given. <b>Do NOT accept an example without an explanation.</b> For example: <ul style="list-style-type: none"> <li>• giving the exact temperature emphasises how cold it was (1)</li> <li>• using adjectives 'old' and 'young' suggests that the ice packs keep on growing and expanding (1)</li> <li>• 'cemented together' emphasises that the ice was solid and unbreakable (1).</li> </ul>	<b>(1)</b>

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the writer engages the audience through the description of the expedition.</p> <p><b>References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the opening of the extract indicates that the events described are from Shackleton's own words, showing an expert voice</li> <li>• the opening of the extract looks back on the destruction of the ship through natural causes, which creates a sense of tension in the reader to know how it happens</li> <li>• the writer emphasises the geographical locations in the extract which would interest readers who want to know about specific details: 'off the Sandwich Islands', 'Caird Coast'</li> <li>• the writer emphasises dates in the extract which would interest readers who want to know about specific details</li> <li>• the reader would feel that the expedition was 'breaking new ground' as the event of finding a new land is described</li> <li>• it is clear exactly the direction and location of the expedition through references to setting ('southwesterly direction along the coast as far as what is probably the head of Weddell Sea', 'a northwesterly course'), and this would interest a geographer</li> <li>• the difficulty of the expedition is carefully crafted throughout the extract</li> <li>• the description of the sinking of the ship towards the end of the extract ('She finally sank') puts across how the destruction has been building through the extract</li> <li>• structure is manipulated in the extract as the writer reflects on the failed expedition at the beginning and the end.</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

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

Question Number	Indicative content	
<b>7a</b>	<p><b>Students must draw on BOTH texts to access marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both expeditions show something being trapped: Ralston's arm is trapped by the boulder and the <i>Endurance</i> is trapped by the ice</li> <li>• both expeditions are well-prepared: Ralston checks the route before starting down and the team from the <i>Endurance</i> save 'provisions, equipment and scientific data'.</li> <li>• both expeditions reveal that the people on it demonstrate knowledge of their craft in the technical language they use, showing expertise: 'traverse', 'chimneying', 'torque', 'floe(s) ', 'stern and rudder posts'</li> <li>• both focus on time: Ralston talks of how time slows down as the accident happens, ('Time dilates, as if I'm dreaming') and the dates in Text 2 shows how little progress is made over a long period of time</li> <li>• both men know when danger is imminent: Ralston does not move backwards in case he falls over the ledge and Shackleton's team knows when to give up an attempt to move forward</li> <li>• both sets of explorers react in the face of danger: Ralston covers his head as the rock falls and Shackleton's team save what they can from the shipwreck</li> <li>• both expeditions experience a feeling of failure or helplessness: Ralston states his disbelief at what happens 'paralyses me temporarily' and the Journal identifies that the weather prevents Shackleton from 'carrying out his plan of crossing the Antarctic Continent'.</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>	
<b>Level</b>	<b>Mark</b>	<b>AO1 (Bullet 2): Select and synthesise evidence from different texts</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Limited understanding of similarities</li> <li>• Limited synthesis of the two texts</li> <li>• The use of evidence is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Sound understanding of similarities</li> <li>• Clear synthesis of the two texts</li> <li>• The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Detailed understanding of similarities</li> <li>• Detailed synthesis of the two texts</li> <li>• The selection of evidence is appropriate and relevant to the points being made.</li> </ul>



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
<b>7b</b>	<p>Reward responses that compare how each writer presents the dangerous experiences.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both texts show the effect of the danger: Text 1 shows how the writer's hand is trapped and Text 2 shows how the ship is trapped</li> <li>• Text 1 shows what happens when you are alone on an expedition whereas Text 2 shows how the experience is when you are the leader of an expedition and you have to get others to safety and work as a team</li> <li>• the texts show the emotional and physical effect of the danger. Text 1 shows the effect on the writer's feelings: disbelief, pain, shock and agony and Text 2 describes the sinking of the ship in physical terms: 'a foretaste of her final fate', 'she was lifted bodily out of the ice' 'she stood the strain'</li> <li>• even though each text shows the experience of the explorers in their knowledge of technical/geographical terms, the experiences still end up being dangerous, showing that preparation is not necessarily helpful</li> <li>• both texts show that the danger comes from something natural: ice floes and a loose boulder</li> <li>• both texts use time to build up the dangerous experiences: in Text 1 by talking about the speed of events and in text 2 to show how slow the events are and the progress made.</li> </ul>

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

## Section B – Transactional Writing

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

Question Number	Indicative content
<b>*8</b>	<p><b>Purpose:</b> to write a speech to advise and inform.</p> <p><b>Audience:</b> the writing is for the candidate's peers. The focus is on communicating ideas about how to stay safe. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a speech using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• explain what personal safety means: using technology safely, travelling safely, safety of personal items, health and safety</li> <li>• identify risks there may be to the peer group: personal danger, internet dangers such as identity theft, risks to young people of bullying and isolation</li> <li>• identify things that people can do to keep themselves safe, such as keeping devices out of sight when travelling, being aware of surroundings, keeping people informed of how and when they are travelling, keeping possessions safe, staying in contact</li> <li>• give reasons why these may be useful in helping you stay safe: they decrease risk, do not draw attention to people, there is safety in numbers.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

Question Number	Indicative content
*9	<p><b>Purpose:</b> to write an article for a magazine – informative/persuasive.</p> <p><b>Audience:</b> magazine readers. Candidates can choose which magazine they are writing for. The focus is on communicating ideas about an interesting hobby or activity. This may involve a range of approaches.</p> <p><b>Form:</b> the response should be set out effectively as an article which could make some use of sub-headings and bullet points. Candidates do not have to include features of layout like columns or pictures, but should use features that will help organise the article. Credit should be given to those answers that use stylistic conventions of a magazine article: this may have various forms but must include a heading, an introduction to the hobby or activity, a summary of the issues or ideas being considered, and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• identify what the interesting hobby or activity is: this may include a popular or extreme sport, collecting interesting items or an activity for a particular age group or gender</li> <li>• give some interesting things about the hobby or activity: whether it is solo or team, what equipment is used, how much it costs, where people do it</li> <li>• comment on who this hobby or activity appeals to: age, gender, nationality</li> <li>• identify what the positives and negatives of the hobby or activity are: fitness, danger, skills learnt, cost, working with others.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

### Writing assessment grids for Question 8 and Question 9

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

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