

Component 2 – Mark Scheme

General Instructions

Where banded levels of response are given, it is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should select one of the band descriptors that mostly describes the quality of the work being marked.

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded.
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omission. The awarding of marks must be directly related to the marking criteria.

This mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some areas of the text candidates may explore in their responses. This is not a checklist for expected content or a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as English specialists to determine the validity of the statement/interpretation in light of the text and reward credit as directed by the banded levels of response.

Read the newspaper article by John Humphrys in the separate Resource Material.

Section A (40 marks)

- A1. (a) How much food is wasted by the British every year? [1]
(b) How much does it cost to get rid of wasted food? [1]
(c) How much food is thrown away by an average supermarket every year? [1]

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for **each** correct response.

- (a) 500,000 tons
(b) £50 million
(c) 50 tons

A2. John Humphrys is trying to persuade us to be less wasteful. How does he try to do this?

You should comment on:

- **what he says to influence readers;**
- **his use of language and tone;**
- **the way he presents his argument.**

[10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some examples of Humphrys' argument, e.g. lots of people waste food, "thrown away", but struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some examples of Humphrys' argument, e.g. he uses facts to support his argument "chucks out 50 tons of food". These responses will simply identify some subject terminology.

Give 5-6 marks to those who explain how a number of different examples from Humphrys' argument persuade, and begin to show some understanding of how language and structure are used to achieve effects and influence the reader, e.g. he talks about vast sums of money to emphasise how big the problem is, "worth about £400 million". These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from Humphrys' argument persuade, and begin to analyse how language and structure are used to achieve effects and influence the reader, e.g. the emotive language makes the reader feel responsible for this "shameful nonsense" and the "Ethiopian children [who] starve". Subject terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from Humphrys' argument persuade, and provide detailed analysis of how language and structure are used to achieve effects and influence the reader, e.g. Humphrys structures his argument to challenge the reader to reflect on their own attitudes to waste with the rhetorical question, "Still feel so smug?". Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

In addition to the examples given above, other details candidates may explore or comment on could be:

- Facts and figures (for example, a range of shocking statistics)
- Emotional blackmail (the reference to starving children)
- Specific examples and anecdotes (the fact that he only boils a mugful of water)
- Personal experience (for example, collecting manure for his vegetables)
- His use of emotive language (for example, 'shameful nonsense' or 'the worship of waste')
- His use of devices (for example, hyperbole, rhetorical question, variety of sentence structures, informal language)
- His use of tone (for example, ridicule, mockery, confrontation)
- His use of structure (for example, the contrast between GB/USA and the way he describes American excess and then 'springs the trap' to show we are as bad).

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to read the extract opposite by Lydia M. Child.

- A3. (a) What does the writer mean by “Time is money” in line 2? [1]
- (b) What does the writer suggest family members should do to help in the house? [2]

(AO1 1a, b, c and d)

This question tests the ability to identify and interpret explicit and implicit information and ideas.

- (a) Award **one mark** for a correct response/valid alternative:

If you sit around doing nothing, you're wasting time when you could be making money / Time and money are both precious things and shouldn't be wasted / If we don't use our working time to earn money, we are in effect losing money.

Do not reward, “It is a metaphor” without an explanation of what this phrase means.

- (b) Award **one mark** for a correct response, **to a maximum of two**:

*earn money

*save money

*knitting

A4. What do you think and feel about Lydia M. Child's views about running a household?**You should comment on:**

- what is said;
- how it is said.

You must refer to the text to support your comments**[10]**

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked basic textual reference but struggle to engage with the text and/or the question, e.g. I think she is saying you shouldn't throw things away in case you need them later.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with Child's views, e.g. I don't think it is realistic to expect everyone in a family to earn or save money.

Give 5-6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of Child's views, e.g. I think the writer has some good advice about saving time and money but a lot of things she says aren't practical in the twenty-first century, like "knitting".

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with Child's views, e.g. the writer provides a combination of practical tips and wider views on how to live life to benefit yourself and meet the "wants of your family".

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on Child's views, e.g. Child expounds a philosophy for economy positively affecting individuals by granting them the "permanent power of being useful and generous".

Areas for evaluation:

- budgeting / planning.
- money saving.
- family involvement.
- important to work out what is actually needed.
- it makes one "useful and generous".
- moralising / superior / bossy tone.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to use both texts.

A5. According to these two writers, why should Americans change their attitudes to leftover food?

[4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who make some selection of relevant detail from both texts, e.g. because Americans waste a lot that is thrown away.

Give 2 marks to those who select a range of relevant detail from both texts, e.g. Humphrys says that some food that is thrown away is enough for “another family meal” and Childs says to use leftovers for “supper or breakfast”.

Give 3 marks to those who synthesise with some understanding a range of relevant detail from both texts, e.g. it is in their own interest to stop wasting food as it will save money.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts, e.g. both writers take a moral stance on why Americans should change their attitudes to leftover food. It is simply the right thing to do to reduce food waste.

In addition to the examples given above, other details candidates may explore or comment on could be:

- size of portions – large enough to feed a family
- America is a “temple dedicated to the worship of waste”
- Americans are the “unquestioned champions” of waste
- food scraps should be collected after meals
- waste food should be used to make supper or breakfast
- Americans are encouraged to recycle food waste.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

A6. Both of these texts are about waste. Compare the following:

- the writers' attitudes to waste;
- how they get across their arguments.

You must use the text to support your comments and make it clear which text you are referring to **[10]**

(AO3)

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify basic similarities and / or differences, e.g. both of them think that wasting food is wrong.

Give 3-4 marks to those who identify and give a straightforward description of some of the main similarities and differences, e.g. both of them think that wasting food is wrong but Child gives practical advice and Humphrys doesn't.

Give 5-6 marks to those who identify similarities and differences and make some comparisons, commenting on how they are conveyed, e.g. both of the writers talk about specific examples of how to reduce waste; Child claims that "Nothing should be thrown away" and Humphrys half-jokingly says he is going to pick up some "horse manure" for his vegetables as "it would be such a waste to leave it there to be squashed by a car".

Give 7-8 marks to those who make detailed comparisons, with valid comments on how they are conveyed, e.g. Child uses imperatives such as "Buy merely enough to get along with" to instruct the reader whereas Humphrys' style is to emotionally affect the reader into agreeing with his views, "Some of us might cluck a little over the wickedness of a world in which we waste food while Ethiopian children starve".

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed, e.g. Both writers challenge the commonly held view that economy is to be frowned upon. Humphrys is inflammatory in the language he uses in presenting these views: "if we can afford to waste things, then why the hell shouldn't we?", whereas Child is more formal, yet uses powerful language to convey the strength of feeling some have: "economy is despised as a low virtue".

In addition to the examples given above, other details candidates may explore or comment on could be:

- facts and figures (statistics / housekeeping detail)
- differing tone (Humphrys – ironic/racy/rhetorical; Child – earnest / assertive / humourless)
- language content (degrees of formality / informality)
- sense of audience (effect on language choices)
- anecdotal / specifics based on experience (both texts)

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B (40 marks)

An understanding of purpose, audience and format is particularly important in this type of writing.

The following descriptors have to be applied using the notion of 'best-fit' and there is no intention to create a hierarchy of writing styles or content. The band descriptor that most closely describes the quality of the work should be selected:

- where the candidate's work convincingly meets the statement, the highest mark should be awarded;
- where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work just meets the statement, the lowest mark should be awarded.

Examiners should use the full range of marks available to them and award full marks in any band for work that meets that descriptor. The marks on either side of the middle mark (s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

The candidates themselves set the level of difficulty in terms of the choice of content, form and structure as well as in use of language. Successful execution must be considered in relation to ambition; individual interpretations should be judged on their writing merits.

We cannot be too rigid in our suggestions about the length of answers, but responses which are very short will be self-penalising. Be prepared for the unexpected approach.

The total mark for each task (/20) will be given by awarding two marks:

- communication and organisation (12 marks)
- vocabulary, sentence structure, spelling, punctuation (8 marks)

It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

AO5 (60% of the marks available):

- 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

AO6 (40% of the marks available):

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.

GCSE ENGLISH LANGUAGE Specimen Assessment Materials 30

	Communication and organisation <i>12 marks</i>	Vocabulary, sentence structure, spelling and punctuation <i>8 marks</i>
Band 5	<p>11-12 marks</p> <ul style="list-style-type: none"> shows sophisticated understanding of the purpose and format of the task shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience content is ambitious, pertinent and sophisticated ideas are convincingly developed and supported by a range of relevant details there is sophistication in the shape and structure of the writing communication has ambition and sophistication 	<p>8 marks</p> <ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	<p>8-10 marks</p> <ul style="list-style-type: none"> shows consistent understanding of the purpose and format of the task shows secure awareness of the reader/intended audience register is appropriately and consistently adapted to purpose/audience content is well-judged and detailed ideas are organised and coherently developed with supporting detail there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) communication has clarity, fluency and some ambition 	<p>6-7 marks</p> <ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision
Band 3	<p>5-7 marks</p> <ul style="list-style-type: none"> shows clear understanding of the purpose and format of the task shows clear awareness of the reader / intended audience register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) communication has clarity and fluency 	<p>4-5 marks</p> <ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision
Band 2	<p>3-4 marks</p> <ul style="list-style-type: none"> shows some awareness of the purpose and format of the task shows awareness of the reader / intended audience a clear attempt to adapt register to purpose / audience some reasons are given in support of opinions and ideas limited development of ideas some sequencing of ideas into paragraphs (structure / direction may be uncertain) communication has some clarity and fluency 	<p>2-3 marks</p> <ul style="list-style-type: none"> some variety of sentence structure there is some control of sentence construction some control of a range of punctuation the spelling is usually accurate control of tense and agreement is generally secure there is some range of vocabulary
Band 1	<p>1-2 marks</p> <ul style="list-style-type: none"> basic awareness of the purpose and format of the task some basic awareness of the reader / intended audience some attempt to adapt register to purpose / audience (e.g. degree of formality) some relevant content despite uneven coverage of the topic content may be thin and brief simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) there is some basic clarity but communication of meaning is limited 	<p>1 mark</p> <ul style="list-style-type: none"> limited range of sentence structure control of sentence construction is limited there is some attempt to use punctuation some spelling is accurate control of tense and agreement is limited limited range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

ASSESSMENT OBJECTIVE WEIGHTINGS

	AO1%	AO2%	AO3%	AO4%	AO5%	AO6%	Total %
Component 1	2.5	12.5	0	5	12	8	40
Component 2	7.5	7.5	7.5	7.5	18	12	60
Total	10	20	7.5	12.5	30	20	100

Assessment Objective		Strands	Elements	Coverage
AO1 5-10%	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 	1 – Identify and interpret explicit and implicit information and ideas	1a – Identify explicit information	C.1: A1 C.2: A1 C.2: A3
			1b – Identify explicit ideas	C.1: A1 C.2: A3
			1c – Interpret implicit information	C.2: A3
			1d – Interpret implicit ideas	C.2: A3
		2 – Select and synthesise evidence from different texts	2a – Select evidence from different texts	C.2: A5
			2b – Synthesise evidence from different texts	C.2: A5

Assessment Objective		Strands	Elements	Coverage
AO2 10-20%	<p>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>	N/A	1a – Comment on, explain and analyse how writers use language, using relevant subject terminology to support their views	C.1: A2 C.1: A3 C.1: A4 C.2: A2
			1b – Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their views	C.1: A4 C.2: A2
			1c – Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views	C.1: A2 C.1: A3 C.1: A4 C.2: A2
			1d – Comment on, explain and analyse how writers influence readers, using relevant subject terminology to support their views	C.1: A3 C.1: A4 C.2: A2

GCSE ENGLISH LANGUAGE Specimen Assessment Materials 32

Assessment Objective		Strands	Elements	Coverage
AO3 5-10%	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	N/A	1a – Compare writers' ideas across two or more texts	C.2: A6
			1b – Compare writers' perspectives across two or more texts	C.2: A6
			1c – Compare writers' ideas, as well as how these are conveyed, across two or more texts	C.2: A6
			1d – Compare writers' perspectives, as well as how these are conveyed, across two or more texts	C.2: A6

Assessment Objective		Strands	Elements	Coverage
AO4 10-20%	Evaluate texts critically and support this with appropriate textual references	N/A	<i>The AO is a single element</i>	C.1: A5 C.2: A4

GCSE ENGLISH LANGUAGE Specimen Assessment Materials 33

Assessment Objective		Strands	Elements	Coverage	
AO5 30%	<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 	1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	1a – [Write] for different forms, purposes and audiences	C.1: B1 C.2: B1 C.2: B2	
			1b – Communicate clearly, effectively and imaginatively	C.1: B1 C.2: B1 C.2: B2	
			1c – Select and adapt tone, style and register	C.1: B1 C.2: B1 C.2: B2	
			2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	2a – Organise information and ideas	C.1: B1 C.2: B1 C.2: B2
				2b – Use structural and grammatical features	C.1: B1 C.2: B1 C.2: B2
				2c – [Write] to support coherence and cohesion of texts	C.1: B1 C.2: B1 C.2: B2

Assessment Objective		Strands	Elements	Coverage
AO6 20%	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	N/A	The AO is a single element	C.1: B1 C.2: B1 C.2: B2