



KEY STAGE 3

English Language

Paper 2 Writers' viewpoints and perspectives
Mark Scheme

Year 9 Pack 2

Version 1.0

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, teachers should take into account any instances where the student uses these terms effectively to aid the clarity and precision of the argument.

Level of response marking instructions

Level of response mark schemes are broken down into four levels. There are two, four, five or six marks in each level; dependent upon question.

Please note: The sample responses in each Indicative Standard column are not intended to be complete, full or model answers. Instead, they are there as a guide, to provide you with part of an answer, an indicative extract of a response at the required level. If a student was to continue to develop a response at that standard, they would gain a mark at that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

The Skills Descriptors column indicates the different skills that students need to demonstrate in their answer for that level. To achieve full marks in a level, students should meet all of the skills descriptors in that level. Students achieving marks at the bottom of a level will ideally have met all of the skills descriptors of the previous level and at least one of the skills descriptors in that level.

An answer which contains nothing of relevance to the question must be awarded no marks.

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">• 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.
AO3	<ul style="list-style-type: none">• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<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.
AO6	<ul style="list-style-type: none">• Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Assessment Objective	Section A
AO1	✓
AO2	✓
AO3	✓
AO4	n/a
	Section B
AO5	✓
AO6	✓

Section A: Reading

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Read again **Source A** from lines **1 to 13**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

- A People living in an old house were scared when they heard music at night.
 B The only clue to the mystery that Andrew Green found was mouse droppings.
 C The cause of the 'music' was mice chewing on the felt pads of the piano.
 D The writer is surprised when Andrew Green solved the mystery.
 E Most of Andrew Green's ghost investigations are nothing to do with the supernatural.
 F Andrew Green lives in an old cottage next to a churchyard.
 G Four motorists claimed they saw a ghost and they were correct.
 H Families with very young children are most likely to experience poltergeists.

[4 marks]

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
This assesses the first bullet point identify and interpret explicit and implicit information and ideas.	
<p>A People living in an old house were scared when they heard music at night. (T) B The only clue to the mystery that Andrew Green found was mouse droppings. (F) C The cause of the 'music' was mice chewing on the felt pads of the piano. (T) D The writer is surprised when Andrew Green solved the mystery. (F) E Most of Andrew Green's ghost investigations are nothing to do with the supernatural. (T) F Andrew Green lives in an old cottage next to a churchyard. (T) G Four motorists claimed they saw a ghost and they were correct. (F) H Families with very young children are most likely to experience poltergeists. (F)</p>	

0 2

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

The strange things that happen in both Sources are different.

Use details from **both** Sources to write a summary of the different strange things that happen.

[8 marks]

AO1 <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts This assesses both bullet points.			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: <ul style="list-style-type: none"> Makes perceptive inferences from both texts Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts 	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level. Both Sources deal with strange things that are very different. Source A covers a range of seemingly bizarre events that happen in random places and at various times, and they also target different senses: occupants of an old house hear 'ghostly piano music in the middle of the night', some motorists claim to have seen 'a ghost at a particular spot' and there are even investigations into 'ghostly smells' of bacon and eggs at a 'posh London dental surgery'. This is different from Source B, which focuses on just a vision of the spirits of children rising from the body at the precise time of death. Another difference is that in Source A there is a rational explanation for most of the strange happenings, for example, the 'ghost' seen by the motorists is actually

[illegible]

<p>Level 2 Some, attempts at summary</p> <p>3-4 marks</p>	<p>Shows some interpretation from one/both texts:</p> <ul style="list-style-type: none"> Attempts some inference(s) from one/both texts Selects some appropriate references/textual detail from one/both texts Statements show some difference(s) between texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>In Source A there are lots of different types of strange things, for example, some motorists claim to have seen 'a ghost at a particular spot' and staff and patients at a 'posh London dental surgery' keep smelling bacon and eggs, which is strange at first. This is different to Source B because there is only one strange thing that happens there – when a child dies a spirit leaves his body. In Source A there is usually an explanation behind the strange things but in Source B there is no explanation.</p>
<p>Level 1 Simple, limited summary</p> <p>1-2 marks</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> Offers paraphrase rather than inference Makes simple reference/textual details from one/both texts Statements show simple difference between texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>In Source A there are strange things such as people at a 'posh London dental surgery' smelling bacon and eggs all the time, and in Source B there are spirits of dead people.</p>
<p>Level 0 No marks</p>	<p>Students in this band will not have offered any differences. Nothing to reward</p>		

AO1 content may include ideas such as:

- a range of strange happenings in Source A and just one type on two separate occasions in Source B
- an explanation for the strange happenings offered in Source A and a lack of any explanation in Source B.

You now need to refer only to **Source A** from **lines 14 to 21**.

[12 marks]

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

[illegible]

		at least one of the skills descriptors.	happenings are puzzling and completely inexplicable.
<p>Level 3</p> <p>Clear, relevant explanation</p> <p>7-9 marks</p>	<p>Shows clear understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Explains clearly the effects of the writer's choices of language Selects a range of relevant textual detail Makes clear and accurate use of subject terminology 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>The writer describes several strange happenings witnessed by the ghost-hunter. He says Andrew Green saw 'a bowl of oranges rise unaided', with the adverb 'unaided' suggesting something supernatural has happened because the bowl moves by itself without anyone helping it. However, the writer then uses a simile 'as if a clever magician had made his assistant float into the air' to make it sound like it was some sort of conjuring trick. When the bowl 'shattered' and 'plummeted' to the ground, the violent verbs show the strength of the poltergeist activity and the damage that can be done. Also, the phrase 'mysteriously transport' indicates that when the clock moved from one end of the mantelpiece to the other, again all by itself, no one knows how or why it happened.</p>
<p>Level 2</p> <p>Some, understanding and comment</p> <p>4-6 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of language Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	<p>The writer says the ghost-hunter saw 'a bowl of oranges rise unaided off a sideboard', and the word 'unaided' tells us the bowl moved all by itself. This makes it sound spooky. The bowl then 'shattered' when it fell to the ground, with the verb suggesting it broke. The ghost-hunter also saw a clock 'mysteriously transport from one end of the mantelpiece to the other' so it sounds really weird.</p>
<p>Level 1</p> <p>Simple, limited comment</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> Offers simple comment on the effects of language 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>The writer says the ghost-hunter saw a bowl of oranges move in the air and the word 'shattered' tells us it broke when it fell down. It also says the oranges 'bounced' all round the room, which sounds funny.</p>

1-3 marks	<ul style="list-style-type: none"> Selects simple references or textual details Makes simple use of subject terminology, not always appropriately 	At the bottom of the level, a student will have at least one of the skills descriptors.	
Level 0 No marks	No comments offered on the use of language. Nothing to reward		

AO2 content may include the effect of ideas such as:

- use of vocabulary to suggest lack of human intervention
- use of violent verbs to convey the power of poltergeists
- imagery to compare the strange happenings to magical tricks.

0 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different views on the strange things that happen.

In your answer, you could:

- compare their different views on the strange things that happen
- compare the methods the writers use to convey their different views
- support your response with references to both texts.

[16 marks]

AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
Level	Skills Descriptors	How to arrive at a mark	Indicative Standard
Level 4 Perceptive, detailed 13-16 marks	<ul style="list-style-type: none"> • Compares ideas and perspectives in a perceptive way • Analyses how writers' methods are used • Selects a range of judicious supporting detail from both texts • Shows a detailed understanding of the different ideas and perspectives in both texts 	At the top of the level, a student's response will meet all of the skills descriptors.	This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather it is an indication of the standard for the level. Both writers have different perspectives on the supernatural and use first-hand accounts from those who have witnessed strange happenings to convey these to the reader. The writer of Source A interviews a ghost-hunter, Andrew Green, who, despite his profession, is a sceptic when it comes to the supernatural. He believes people do see strange things but thinks there is usually a rational explanation. This is proven with the unexplained 'ghostly piano music in the middle of the night' that turns out, as Mr Green suspected, to be 'mice gnawing felt pads attached to the piano wires'. The writer makes the comment 'of course, he was

		<p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>proved right', which suggests that he expected there to be a logical explanation and that he doesn't believe in the supernatural. The way he presents this case as if it's a who-done-it mystery, using the vocabulary of detective stories such as 'clues' and personifying the mice as 'culprits' at a crime scene, suggests he is amused by the idea of supernatural forces at work. However, the writer of Source B does believe in ghosts, or at least spirits. She, too, uses the method of a first-hand account, this time taken from Mrs D----- who twice saw spirits rise out of children at the moment of death. Mrs D-----'s factual accounts are twenty years apart, and the first is much more convincing than the second. However, the writer believes both the first and the second accounts. She says 'Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful'. The fact that Mrs D----- offered an 'imperfect vision' for the second account ironically makes the writer believe both.</p>
<p>Level 3 Clear, relevant 9-12 marks</p>	<ul style="list-style-type: none"> • Compares ideas and perspectives in a clear and relevant way • Explains clearly how writers' methods are used • Selects relevant detail to support from both texts • Shows a clear understanding of the different ideas and perspectives in both texts 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>	<p>Both writers use first-hand accounts of witnesses who claim to have seen strange happenings. In Source A the writer interviews a ghost-hunter, Andrew Green, and learns about the different investigations he's done, and the writer of Source B presents us with two factual accounts written by Mrs D----- where she's seen spirits coming out of children when they die. However, the writer of Source A doesn't seem to believe in ghosts whereas the writer of Source B does. When Andrew Green investigates 'ghostly piano music in the middle of the night', he thinks there must be a logical reason and when he finds 'mouse droppings</p>

		At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.	and rodent teeth marks inside the piano' the mystery is solved. The writer then says 'of course, he was proved right', which suggests that he expected there to be a logical explanation and that he doesn't believe in the supernatural. The writer of Source B does, however, believe in the supernatural. Mrs D-----'s second account is not as detailed as her first and that, strangely, is what makes the writer think she is telling the truth. She says 'Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful'.
Level 2 Some, attempts 5-8 marks	<ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used Selects some appropriate textual detail/references, not always supporting from one or both texts Identifies some different ideas and perspectives 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>	Both writers use the method of first-hand accounts from people who have actually seen strange things happening, which makes it seem realistic, but I don't think the writer of Source A believes in ghosts. He interviews a ghost-hunter called Andrew Green and nearly all the cases he talks about have a reason why they happened, eg 'ghostly piano music in the middle of the night' turns out to be just mice chewing on the piano wires. This is different in Source B. The writer gets two accounts from Mrs D----- with facts about how she saw spirits of dead children. I think she believes Mrs D----- because she says 'I have known this woman for many years'. She also repeats the word 'truthfulness' to emphasise this, so I think she does believe in ghosts.

<p>Level 1 Simple, limited</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> • Makes simple cross reference of ideas and perspectives • Makes simple identification of writers' methods • Makes simple references/ textual details from one or both texts • Shows simple awareness of ideas and/or perspectives 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>	<p>The newspaper article is about a ghost-hunter who has seen and heard lots of strange things like 'ghostly piano music in the middle of the night', and the writer interviews him about it. The writer of Source B believes in ghosts because a woman called Mrs D----- tells her about when she saw spirits of dead children. The writer writes it all down and makes Mrs D----- sign her name.</p>
<p>Level 0 No marks</p>	<p>No ideas offered about the differences. Nothing to reward</p>		

AO3 content may include ideas such as:

- the strange happenings in each Source and any possible explanations offered
- the writer's lack of belief in the supernatural in Source A and belief in Source B
- the different reasons why the writers hold the views they do.

And comment on methods such as:

- use of interview and personal factual accounts from witnesses
- use of descriptive language to reinforce points of view
- language choices to reinforce opinion
- contrasting tones – slightly amused at times in Source A and a formal, serious tone in Source B.

Section B: Writing**0 5**

‘Ghosts don’t exist. Anyone who believes in them is being fooled.’

Write an article for your school magazine or website in which you argue for or against the statement.

(24 marks for content and organisation

16 marks for accuracy)

[40 marks]

AO5 Content and Organisation 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		Skills Descriptors	How to arrive at a mark
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers 	At the top of the upper range, a student’s response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a student’s response will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.
	Lower Level 4 19-21 marks	Content <ul style="list-style-type: none"> Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with evidence of conscious crafting of linguistic devices 	At the top of the lower range, a student’s response will meet all of the skills descriptors for Content and Organisation.

		Organisation <ul style="list-style-type: none"> Varied and effective structural features Writing is highly engaging, with a range of developed complex ideas Consistently coherent paragraphs with integrated discourse markers 	At the bottom of the lower range, a student's response will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 4.
Level 3 13-18 marks Consistent, Clear	Upper Level 3 16-18 marks	Content <ul style="list-style-type: none"> Register is consistently matched to audience Consistently matched to purpose Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices Organisation <ul style="list-style-type: none"> Effective use of structural features Writing is engaging, using a range of clear connected ideas Coherent paragraphs with integrated discourse markers 	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a student's response will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3.
	Lower Level 3 13-15 marks	Content <ul style="list-style-type: none"> Register is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation <ul style="list-style-type: none"> Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers 	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the lower range, a student's response will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 3.

<p>Level 2</p> <p>7-12 marks</p> <p>Some success</p>	<p>Upper Level 2</p> <p>10-12 marks</p>	<p>Content</p> <ul style="list-style-type: none"> Some sustained attempt to match register to audience Some sustained attempt to match purpose Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Some use of structural features Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2.</p>
	<p>Lower Level 2</p> <p>7-9 marks</p>	<p>Content</p> <ul style="list-style-type: none"> Attempts to match register to audience Attempts to match purpose Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Attempts to use structural features Some linked and relevant ideas Attempt to write in paragraphs with some discourse markers, not always appropriate 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the lower range of Level 2.</p>
<p>Level 1</p> <p>1-6 marks</p> <p>Simple, Limited</p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<p>Content</p> <ul style="list-style-type: none"> Simple awareness of register/audience Simple awareness of purpose Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Evidence of simple structural features One or two relevant ideas, simply linked Random paragraph structure 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 1 and at least one of the skills descriptors for Content and</p>

			Organisation from the upper range of Level 1.
	Lower Level 1 1-3 marks	Content <ul style="list-style-type: none"> Occasional sense of audience Occasional sense of purpose Simple vocabulary Organisation <ul style="list-style-type: none"> Limited or no evidence of structural features One or two unlinked ideas No paragraphs 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student's response will have at least one of the skills descriptors for Content and Organisation from lower Level 1.</p>
Level 0 No marks	Students will not have offered any meaningful writing to assess Nothing to reward		

AO6 Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)		
Level	Skills descriptors	How to arrive at a mark
Level 4 13-16 marks	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student's response will have Level 3 and at least one of the skills descriptors.</p>
Level 3 9-12 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student's response will have Level 2 and at least one of the skills descriptors.</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p>

	<ul style="list-style-type: none"> • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary 	At the bottom of the level, a student's response will have Level 1 and at least one of the skills descriptors.
<p>Level 1</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student's response will have at least one of the skills descriptors.</p>
<p>Level 0</p> <p>No marks</p>	Students' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	