

KEY STAGE 3

English Language

Paper 2 Writers' viewpoints and perspectives
Mark Scheme

Year 7 Pack 1

Version 2.0

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

0	1
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Read again **Source A** from **lines 1 to 18**.

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 Amber sleeps with a poster of Miley Cyrus above her bed.
 B Amber likes watching music videos on YouTube most of all.
 C Amber's favourite boy-band is JLS.
 D Amber keeps her stone collection in a glittery pink box.
 E Amber has fabric flowers in her hair.
 F Amber's life is not like other little girls' lives.
 G Amber is less interested in the beauty pageants than her mother.

[4 marks]

AO1

- 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.

- A Amber sleeps with a poster of Miley Cyrus above her bed. (T)
 B Amber likes watching music videos on YouTube most of all. (F)
 C Amber's favourite boy-band is JLS. (T)
 D Amber keeps her stone collection in a glittery pink box. (F)
 E Amber has fabric flowers in her hair. (F)
 F Amber's life is not like other little girls' lives. (T)
 G Amber is less interested in beauty pageants than her mother. (T)

0 2

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

Amber and the Watercress Girl are different.

Use details from **both** Sources to write a summary of the differences between them.

You could consider:

- how they look and dress
- how they spend their time
- how you think they feel about their lives.

[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 	<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 3 and at least one of the skills</p>	<p>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.</p> <p>Although young, both girls are described as being older than they are. Amber has “eyelids powdered with gold eyeshadow” showing her vain, precocious lifestyle, whereas the Watercress Girl – who doesn't even have a name – has “a little face, pale and thin with privation” showing how her harsh lifestyle has caused the ravages of time to age her prematurely, exchanging “dimples” for</p>

		descriptors.	wrinkles.
<p>Level 3 Clear, relevant summary</p> <p>5-6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> • Makes clear inferences from both texts • Selects clear references/textual detail relevant to the focus of the question • Statements show clear differences 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 2 and at least one of the skills descriptors.</p>	<p>The two girls are different because Amber wears make up and accessories like "gold eyeshadow" and "sparkly hairclips" which shows that she is more interested in her appearance than anything else but the Watercress Girl is only wearing "a thin cotton gown" and "large carpet slippers" showing how poor she is and she can't afford the luxuries Amber has.</p>
<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>Amber wears "gold eyeshadow" and has got hairclips in her hair which shows that she likes stuff like that but the other girl doesn't. She has to wear a shawl and slippers which are not very nice compared to what Amber has.</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>Amber is much prettier than the other girl and has got nicer clothes like fabric flowers which the other one hasn't got.</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:

- differences between their appearance, clothes and make up
- differences between their interests and experiences such as hobbies and going to the park
- differences between Amber's luxurious, self-indulgent lifestyle and the Watercress Girl's hard working life
- differences between Amber's confidence and The Watercress Girl's shyness and self-doubt.

You now need to refer **only** to **Source B**.

[12 marks]

[illegible]

		student will have Level 3 and at least one of the skills descriptors.	grown old before her time, forced to bypass childhood and behave like an adult in order to survive.
<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 uses language to convey both the Watercress Girl's appearance and behaviour. She is described as having a 'little face' that is 'pale and thin', adjectives that suggest she is white, unhealthy-looking and malnourished because she is so poor that she cannot afford to eat properly. This language makes her sound like a pathetic little scrap of a girl. Her face is also described as 'wrinkled', implying she looks like an old person whose skin has lined and crinkled with age, probably because she spends so much time outdoors in all weathers. The writer says she is a 'woman', suggesting her dreadful lifestyle of poverty has forced her to grow up too quickly.</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 Watercress Girl has a 'little face' that is 'pale and thin'. These adjectives suggest that she is small, skinny and white, as if she is so poor that she isn't eating enough. Her face is also 'wrinkled', so it's all creased like an old woman's. This emotive language makes us feel sorry for her.</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 Selects simple references or textual details 	<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</p>	<p>The writer uses the words 'pale and thin' to describe the Watercress Girl's face, which tells us she's really white, and she's also 'wrinkled', which makes her sound old.</p>

1-3 marks	<ul style="list-style-type: none"> Makes simple use of subject terminology, not always appropriately 	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 noun phrases, adjectives and adverbs
- use of emotive language to influence the reader's response
- use of onomatopoeia to bring alive the sounds of the encounter, "shuffled" and "whacked"
- use of dialogue to illustrate the simple, uneducated, child-like nature of the girl.

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 Amber's and the Watercress Girl's different experiences of childhood.

You could complete the planning grid below to help you answer the question (grid in paper).

[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 	<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 3 and at least one of the skills descriptors.</p>	<p>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.</p> <p>In Source A, the writer shows how Amber enjoys a luxurious, self-indulgent lifestyle, illustrated by her "sparkly hairclips," a lifestyle the writer seems critical of from the start of the article. However, the Victorian experience of childhood is very different as the Girl is portrayed by the writer, in her own words, as being taught to do useful things like knit and sew, whereas Amber is shown to idolise Hannah Montana and JLS, symbols of mindless celebrity culture.</p>
Level 3 Clear, relevant 9-12 marks	<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 	<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</p>	<p>The two girls have different childhoods and they are presented very differently because Amber is shown to only care about her appearance by describing her "sparkly hairclips" whereas Mayhew describes the Watercress Girl as being more interested in work. The writer uses dialogue</p>

	<ul style="list-style-type: none"> Shows a clear understanding of the different ideas and perspectives in both texts 	student will have Level 2 and at least one of the skills descriptors.	so the Girl explains in her own words how hard she works, “very near a twelvemonth in the streets.”
<p>Level 2 Some, attempts</p> <p>5-8 marks</p>	<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>	In Source B the Watercress Girl has to work hard for a living, even when she was seven “I had to take care of a baby for my aunt,” which shows that she was baby-sitting at a young age for a child. Whereas the other writer tells how Amber doesn’t have to work and probably goes to school like normal children these days. She only wants to be a “beauty queen” and doesn’t have to worry about money.
<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>	Amber is like a normal girl these days and likes music (JLS) and dancing on You tube which is different to the other girl because they didn’t have YouTube in those days and it says she has to work instead and she doesn’t go to school.
<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 attitude of the article is critical of the superficiality of the beauty queen culture
- the childhood presented is self-indulgent and highly pressured, full of luxuries and expensive beauty treatments

- Mayhew is sympathetic in his view of the Watercress Girl
- his view of childhood is a harsh, hard-working one with little or no time for fun.

And comment on methods such as:

- use of different tone
- use of description and dialogue to illustrate attitudes to childhood
- language differences to reflect different times/purposes.

Section B: Writing**0 5**

'Beauty contests and talent competitions are a good idea because they give young children confidence and something to aim for.'

Write a letter to your local radio station in which you argue for or against the opinion expressed in the statement.

[24 marks for content and organisation

16 marks for accuracy]

[40 marks]

A05 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.

<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 	<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 Organisation from</p>

		<ul style="list-style-type: none"> • Random paragraph structure 	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 • Some use of Standard English with some control of agreement 	<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 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.	