GCSE
ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Marking guidance

Maximum mark: 80

Use best fit to select the band and the mark. Credit valid alternative readings supported by the text.

Question 01 [4 marks]

Read again the first part of Source A, from lines 1 to 12. Choose four statements below which are true.

Correct selections: B, D, F and H. Award one mark for each correct final choice, up to four. Lines 1-6 establish round-the-clock readiness, volunteers, training in both settings and the order of the launch decision and paging. Lines 7-12 establish the shore crew's role in launch, recovery and later readiness.

No credit for A, C, E or G. These contradict the source. The task requires a maximum of four choices; for an overselected formal practice script, apply the centre's current AQA marking instructions.

Question 02 [8 marks]

You need to refer to Source A and Source B for this question. Both texts describe people setting out to save lives at sea. What can you infer about the differences in the support available to the rescuers?

This is an inference and synthesis question about support, not an analysis of language. Join relevant details from both sources and explain the differences they suggest.

Source A, lines 1-19, describes a service with a launch authority, trained crew, shore helpers and established preparation. Source B, lines 1-5 and 30-36, presents a father and daughter sharing the immediate rowing task, with uncertainty about whether sailors will be able to help them return. This can suggest an organised network available before departure compared with a small family partnership depending partly on help it has not yet reached.

Source A, lines 40-46, connects training and equipment to public support for a charity. Source B instead gives prominence to the father's local knowledge of the tide and the daughter's physical effort and confidence. Credit well-supported inferences about different forms of practical assistance, preparation or reliance on personal resources.

Do not infer that Grace had no relevant skill or that the modern rescuers face no danger. Neither source establishes that. Credit accurate alternatives.

Indicative bands: 1-2 marks for relevant information with little inference; 3-4 for some supported interpretation; 5-6 for clear inferences joining both texts; 7-8 for precise, insightful synthesis of differences with well-selected details. Award 0 for no relevant material. Judge quality, not a fixed number of comparisons.

Question 03 [12 marks]

You now need to refer only to Source A, from lines 27 to 32. How does the writer use language to show that unseen preparation is essential to a rescue?

The opening metaphor presents the launch as the sharp edge of a much larger effort. Its contrast between an eye-catching action and patient work moves attention from the visible moment towards preparation.

The rejection of readiness as a possession in one person's pocket challenges the idea of an isolated hero. The extended net image gives separate actions a shared strength; removing strands makes their importance easier to imagine.

Credit precise analysis of contrasts, sentence construction, metaphor or word choices that explains how preparation is presented as essential. Naming devices or paraphrasing the practical facts alone is not developed language analysis.

Indicative bands: 1-3 marks for basic comments linked to wording; 4-6 for some explained effects; 7-9 for clear, developed analysis using precise examples; 10-12 for insightful analysis of how the language makes unseen preparation indispensable. Award 0 for no relevant material.

Question 04 [16 marks]

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 feelings and perspectives about heroism.

Source A values individual courage but argues that public recognition should also include preparation and less visible teamwork. Source B directs intense admiration towards Grace's courage, compassion and physical endurance. Both texts show cooperation; a developed answer can recognise that shared ground while explaining differences in emphasis.

Source A moves from factual explanation of roles towards an argument about recognition. Its contrast between a face and a system, the net metaphor and the final chain image make collective contribution central. The writer's concessions prevent the argument from dismissing individual bravery.

Source B invites the reader to pause over Grace's appearance and imagined feelings. Emphatic praise, the violent movement of the sea and questions about gender magnify her exceptional qualities. The narrative combines danger with confidence, while dialogue about tides and the boat supplies practical difficulty. These choices encourage admiration for a particular person rather than an impersonal system.

Credit discussion of the historical writer's assumptions about women, provided it is tied to the wording and perspective. Do not require pupils to agree with those assumptions. Do not erase the father's role: the opening partnership and later practical directions qualify a simple lone-hero reading.

Indicative bands: 1-4 marks for simple relevant comparison; 5-8 for some explanation of perspectives and presentation; 9-12 for a clear, sustained comparison with explained methods; 13-16 for insightful, developed comparison integrating precise evidence and the effects of the writers' choices. Award 0 for no relevant response. A single-source answer cannot demonstrate a developed comparison.

Question 05 [40 marks]

"When someone achieves something remarkable, we focus too much on one hero and forget the team behind them." Write an article for your school or college website in which you argue your point of view on this statement.

Judge the writing as a persuasive article for a school or college audience. Accept any defensible position. Reward a developed argument about recognition, individual contribution and teamwork,

with purposeful examples and awareness of objections. Pupils do not need to use either reading source; copying Source A’s argument does not replace developing their own response.

AO5, 24 marks: assess communication, audience, purpose, register, development and organisation. Indicative bands: 1-6, a simple or fragmentary position with limited development; 7-12, some shaped argument and audience awareness but uneven control; 13-18, clear, developed and persuasive writing with purposeful organisation; 19-24, an assured, engaging argument whose ideas and effects are controlled throughout.

AO6, 16 marks: assess sentences, grammar, punctuation and spelling independently. Indicative bands: 1-4, frequent errors and limited control; 5-8, some accurate patterns with variable security; 9-12, generally secure accuracy and a purposeful range of structures; 13-16, sustained technical control, flexible sentence choices and highly secure accuracy. Occasional slips do not automatically exclude the top band.

Award 0 in either assessment objective if there is no relevant evidence for it. Select a best-fit band and place the response within it. Do not allocate marks by counting techniques, paragraphs or impressive words. These original notes support classroom moderation; they are not an official standardised mark scheme.

Exam Stash, Lifeboat rescues (2026).

Eva Hope, Grace Darling, Heroine of the Farne Islands (1875).