# GCSE

# ENGLISH LANGUAGE

## Component 2 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

### Marking guidance

Maximum mark: 80

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

## Question 1.1 [3 marks]

Read Source A. a) Who contacts the station’s operations manager or launch authority when help is needed? [1] b) Give one job done by shore crew. [1] c) What kind of organisation is the RNLI? [1]

a) The coastguard.

b) Any one: helping launch the lifeboat; helping recover it; making it ready for another call; preparing doors, slipways or launch equipment.

c) A charity. Award one mark for each part; accurate paraphrases are acceptable.

## Question 1.2 [10 marks]

The writer of Source A wants readers to value the less visible work behind lifeboat rescues. How does the writer try to achieve this? Comment on what is said, the use of language, tone and structure, and other ways the writer makes this work seem important. Support your comments with references to the text, using relevant subject terminology where appropriate.

The opening connects an emergency with ordinary life and establishes that readiness exists at all hours.

Specific shore duties and training give substance to work readers might overlook.

Contrasts between visible departure and unseen preparation, or a striking action and patient work, challenge a narrow picture of rescue.

The sharp-edge and net imagery makes many small actions seem connected and essential; removing strands implies fragility without them.

The measured acknowledgement of individual bravery makes the argument balanced rather than dismissive.

The widening movement from crew to public donations expands responsibility, before the final chain and carried-effort imagery unites the argument.

| Marks | Description |
|---|---|
| 9-10 | perceptive, sustained response; a convincing range of precise references supports detailed analysis or evaluation. |
| 7-8 | clear, developed response; relevant references support thoughtful explanation of effects or judgements. |
| 5-6 | sound understanding; some explained effects or supported judgements, though coverage or depth varies. |
| 3-4 | some valid understanding with occasional support; often descriptive or general. |
| 1-2 | limited relevant comment or isolated reference. |
| 0 | nothing relevant to credit. |

## Question 1.3 [3 marks]

Read Source B. a) Who is said to be the first to seize an oar? [1] b) Why does William Darling say the ebb tide is helpful? [1] c) What does Grace do immediately after her father gets onto the rock? [1]

a) Grace Darling.

b) It allows them to pass between the islands.

c) She rows the boat back or keeps it afloat and clear of the reefs. Award one mark per part.

## Question 1.4 [10 marks]

A reader said: “Source B presents Grace’s courage as much more than simply being unafraid.” To what extent do you agree? Comment on what is said and how it is said. Support your views with references to the text.

Any supported degree of agreement is valid.

The writer explicitly says Grace is unafraid, but also locates her courage in sympathy for the stranded people and a sense of moral responsibility.

Imagined suffering motivates greater effort; rhetorical questions challenge assumptions about girls’ helplessness.

Stinging eyes, continued rowing and the father’s admiration show endurance with consequences for another person.

Her reassuring dialogue and quick instructions show practical confidence and concern about safe boat management.

The tide discussion and dangerous reefs complicate any suggestion that bravery removes the need for judgement.

The heroic narrator and reconstructed dialogue strongly shape the reader’s admiration; reward evaluation of this presentation rather than accepting every imagined thought as documented fact.

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## Question 1.5 [4 marks]

Using information from both sources, explain briefly how rescuers work with other people to make a rescue possible. Make clear which source you are referring to.

Award up to two marks for accurate relevant information from each source, maximum four. No comparison of techniques is required.

Source A: coastguard and launch authority communicate and decide; boat and shore crew carry out different preparations; training supports communication; public support provides boats, equipment and training.

Source B: Grace and her father row together; he supplies directions and knowledge of tides; she encourages him; sailors may be needed for the return; Grace controls the boat while he lands.

Award distinct information rather than repeated versions of the same point.

## Question 1.6 [10 marks]

Both texts are about people involved in rescues at sea. Compare the writers' views of what makes rescuers admirable and how the writers make those views clear to readers. Use references from both texts and make clear which text you are discussing.

Compare throughout or in a clearly connected sequence; a separate account of each source without links is limited.

Source A admires collective readiness, repeated practice, judgement and contributions of unequal visibility; Source B concentrates admiration on Grace's courage, sympathy and persistence.

Both recognise cooperation, but Source A develops a broad organised network while Source B dramatises a father-and-daughter partnership.

A uses explanatory detail, contrasts and extended images of connected effort; B uses dramatic weather, admiring narration, rhetorical questions and dialogue to centre a heroic figure.

A directly challenges the public preference for a single face; B makes a single courageous girl a memorable centre while retaining her father's practical role.

Reward nuanced differences and similarities supported by precise textual examples.

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## Question 2.1 [20 marks]

Your local council is deciding how to recognise people who make an important contribution to the community. Write a letter to the council giving your views about which kinds of contribution deserve recognition and how they should be recognised. Write your letter. Aim to write about 300-400 words.

A convincing letter adapts its tone to a council audience and gives developed reasons for its proposals.

The writer may discuss volunteers, teams or individuals, visible or less visible contributions, practical rewards or public acknowledgement. No particular view is required.

Reward specific examples, consideration of competing needs and a purposeful opening and ending. No postal address is required for full marks.

### Communication and organisation

| Marks | Description |
|---|---|
| 11-12 | convincing, sustained adaptation to audience, purpose and form; ideas developed and organised with assurance. |
| 8-10 | clear, effective adaptation; developed ideas and coherent organisation. |
| 5-7 | generally appropriate communication; some development and logical sequencing. |
| 3-4 | some relevant ideas; uneven adaptation or organisation. |
| 1-2 | limited content, purpose or organisation. |
| 0 | nothing relevant. |

### Vocabulary, sentence structure, spelling and punctuation

| Marks | Description |
|---|---|
| 7-8 | precise vocabulary, varied controlled sentences and consistently secure accuracy. |
| 5-6 | effective vocabulary and some sentence variety; generally accurate. |
| 3-4 | straightforward language; some errors but meaning generally clear. |
| 1-2 | limited range and frequent errors affecting clarity. |
| 0 | nothing relevant. |

## Question 2.2 [20 marks]

Write a review for a school or college magazine of one of the following: a film, a book, a television programme, or a podcast that you think other students should know about. Write your review. Aim to write about 300-400 words.

A successful review selects relevant details, evaluates strengths and weaknesses and guides its intended readers.

Reward a clear judgement supported by specific explanation, rather than a plot summary alone.

The work reviewed may be real or invented. There is no requirement to review a work about rescues or to connect this task to Source A or B.

Reward an engaging magazine voice, organised discussion and an effective recommendation or conclusion.

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Exam Stash, Lifeboat rescues (2026).

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