AQA Sample Paper: GCSE English Language

Paper 2: Writers' viewpoints and perspectives

Mark Scheme

Q1. Read again the first part of **Source A** from **lines 1 to 14**. Choose **four** statements below which are true.   **[4 marks]**

A. More people visit Blackpool than Greece each year.
B. There are more holiday beds in Blackpool than there are in the whole of Portugal.
C. Blackpool has the highest rollercoasters in Europe.
D. More people visit Pleasure Beach than the Vatican.
E. Pleasure Beach covers over 40 acres.
F. The number of people going to Blackpool each year has declined by a fifth.
G. Blackpool's tourism industry has become more successful over the past twenty years.
H. The attractions in Blackpool are expensive and upmarket.

Q2. You need to refer to **Source A** and **Source B** for this question. Use details from **both** sources. Write a summary of the differences between Blackpool and Verona.   **[8 marks]**

Level	Skills Descriptors
Level 4 Perceptive, detailed 7-8 marks	Shows a detailed understanding of differences between the two cities Offers perceptive interpretation of both texts Synthesises evidence between texts Selects a range of judicious quotations from both texts
Level 3 Clear, relevant 5-6 marks	Shows a clear understanding of differences between the two cities Begins to interpret both texts Demonstrates clear connections between texts Selects relevant quotations/references from both texts to support response
Level 2 Some, attempts 3-4 marks	Identifies some differences between the cities Attempts some inference from one/both texts Attempts to link evidence between texts Selects some quotations/references; not always supporting (from one/both texts)
Level 1 Simple, limited 1-2 marks	Shows simple awareness of difference(s) Offers paraphrase rather than inference Makes simple or no links between texts Simple reference or textual detail from one/both texts

AO1 content may include ideas such as:
- Blackpool is 'ugly', 'cheap' and 'provincial' whereas Verona is 'picturesque' and 'stately'
- Bryson was disappointed with Blackpool whereas Dickens was delighted with Verona
- Blackpool is underwhelming whereas Verona is impressive
- The main attraction is Blackpool is the illuminations; the main attraction in Verona is the amphitheatre

Q3. You now need to refer to **lines 8 to 21** in **Source B only**. How does Dickens use language to describe his impressions of the Roman Amphitheatre? **[12 marks]**

Level	Skills Descriptors
Level 4 Perceptive, detailed 10-12 marks	Shows detailed and perceptive understanding of *language* Analyses the effects of the writer's choice of language Selects a range of judicious quotations Uses a range of subject terminology appropriately
Level 3 Clear, relevant 7-9 marks	Shows clear understanding of *language* Clearly explains the effects of the writer's choice of language Selects relevant quotations Uses subject terminology accurately
Level 2 Some, attempts 4-6 marks	Shows some understanding of *language* Attempts to comment on the effect of language Selects some relevant quotations Uses some subject terminology, not always appropriately
Level 1 Simple, limited 1-3 marks	Shows simple awareness of *language* Offers simple comment on the effects of language Simple references or textual details Simple mention of subject terminology

AO2 content may include the effect of ideas such as:
- Adjectives and adverbs to show how well-preserved the amphitheatre is, and Dickens' positive impressions of it
- Detailed use of nouns and specific description suggests Dickens explored every part of the amphitheatre
- Use of polysyndeton: 'corridors, and staircases, and subterranean passages'; 'green weeds, and leaves, and grass'
- Long sentences to suggest the length of time Dickens spent there; sentence structure used to place emphasis on certain words and phrases

Q4. You need to refer to **Source A** and **Source B** for this question. Compare how the two writers convey their different attitudes to the places they have visited.   **[16 marks]**

Level	Skills Descriptors
Level 4 Perceptive, detailed 13-16 marks	Shows a detailed understanding of the differences between the ideas and perspectives Compares ideas and perspectives in a perceptive way Analyses how methods are used to convey ideas and perspectives Selects range of judicious quotations from both texts
Level 3 Clear, relevant 9-12 marks	Shows a clear understanding of differences between the ideas and perspectives Compares ideas and perspectives in a clear and relevant way Explains clearly how methods are used to convey ideas and perspectives Selects relevant quotations to support from both texts
Level 2 Some, attempts 5-8 marks	Identifies some differences between the ideas and perspectives Attempts to compare ideas and perspectives Some comment on how methods are used to convey ideas and perspectives Selects some quotations/references, not always supporting (from one or both texts)
Level 1 Simple, limited 1-4 marks	Simple awareness of different ideas and/or perspectives Simple cross reference of ideas and/or perspectives Simple identification of how differences are conveyed Simple references or textual details from one or both texts

AO3 content may include ideas such as:
- Bryson had originally been excited to visit Blackpool, which he knew had a booming tourism industry, but found his visit very underwhelming; Dickens clearly had a personal interest in Verona and was pleased to find the city so beautiful and interesting
- Bryson felt out of place in Blackpool whereas Dickens clearly feels welcomed/at home
- Dickens mentions that his visit to Verona will stay in his memory – this is clearly because it has been a positive and pleasant experience; Bryon's experience also seems memorable but for more negative reasons

And comment on methods such as:
- Use of different tone/humour/irony/sincerity
- Focus on different elements of the city to show level of irony/sincerity, e.g. Bryson focuses on ironic/ridiculous facts whereas Dickens describes the beauty of ancient/popular attractions
- Use of repetition for different purposes
- Lexical choices to create differing tones
- Language differences reflect different times/modes/purposes

Q5. 'These days, there is no point in travelling to see the world: we can see it all on TV or on the Internet.' Write an article for a teenage magazine in which you explain your point of view on this statement.
 [40 marks]

AO5 Content and Organisation

Level 4 19-24 marks Content is convincing and crafted; Organisation is structured, developed, complex and varied	**Upper Level 4** 22-24 marks	**Content** • Communication is convincing and compelling throughout • Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract • Extensive and ambitious vocabulary with sustained crafting of linguistic devices **Organisation** • Highly structured and developed writing, incorporating a range of integrated and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers • Varied and inventive use of structural features
	Lower Level 4 19-21 marks	**Content** • Communication is convincing • Tone, style and register consistently match purpose, form and audience; • Extensive vocabulary with evidence of conscious crafting of linguistic devices **Organisation** • Structured and developed writing with a range of engaging complex ideas • Consistently coherent use of paragraphs with integrated discourse markers • Varied and effective structural features

Level 3 13-18 marks Content is clear and chosen for effect Organisation is engaging and connected	**Upper Level 3** 16-18 marks	**Content** • Communication is consistently clear and effective • Tone, style and register matched to purpose, form and audience • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices **Organisation** • Writing is engaging using a range of detailed connected ideas • Coherent paragraphs with integrated discourse markers • Effective use of structural features
	Lower Level 3 13-15 marks	**Content** • Communication is clear • Tone, style and register generally matched to purpose, form and audience • Vocabulary clearly chosen for effect and successful use of linguistic devices **Organisation** • Writing is engaging with a range of connected ideas • Usually coherent paragraphs with range of discourse markers • Usually effective use of structural features
Level 2 7-12 marks Content is mostly successful and controlled Organisation is linked/relevant and paragraphed	**Upper Level 2** 10-12 marks	**Content** • Communication is mostly successful • Some sustained attempt to match purpose, form and audience; some control of register • Conscious use of vocabulary with some use of linguistic devices **Organisation** • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers • Some use of structural features
	Lower Level 2 7-9 marks	**Content** • Communicates with some success • Attempts to match purpose, form and audience; attempts to control register • Begins to vary vocabulary with some use of linguistic devices **Organisation** • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate • Attempts to use structural features

Level 1 **1-6 marks** **Content is simple** **Organisation is simple and limited**	**Upper Level 1** **4-6 marks**	**Content** • Simple communication of ideas • Simple awareness of purpose, form and audience; limited control of register • Simple vocabulary; simple linguistic devices **Organisation** • One or two relevant ideas, simply linked • Random paragraph structure • Evidence of simple structural features
	Lower Level 1 **1-3 marks**	**Content** • Communicates limited meaning • Occasional sense of purpose, form and/or audience • Simple vocabulary **Organisation** • One or two unlinked ideas • No paragraphs • Limited or no evidence of structural features

AO6 Technical Accuracy

Level 4 **13-16 marks**	• 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
Level 3 **9-12 marks**	• 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
Level 2 **5-8 marks**	• 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 • Some accurate spelling of more complex words • Varied use of vocabulary
Level 1 **1-4 marks**	• 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