

# 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 18**. Choose **four** statements below which are true. **[4 marks]**

- A. Malala finds it difficult to remember what her bedroom looks like.
- B. Malala had a blue and white school uniform.
- C. Malala's bedroom shares a wall with her neighbour's house.
- D. Malala's sister is called Safina.
- E. There was a market near Malala's home.
- F. Malala's father was the headmaster of the Khushal School for Girls.
- G. Malala always speaks seriously to her father.
- H. Malala no longer lives in her childhood home.

**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 Malala's home in Birmingham and Oliphant's home in Lasswade. **[8 marks]**

Level	Skills Descriptors
<b>Level 4</b> Perceptive, detailed 7-8 marks	Shows a detailed understanding of differences between the two homes Offers perceptive interpretation of both texts Synthesises evidence between texts Selects a range of judicious quotations from both texts
<b>Level 3</b> Clear, relevant 5-6 marks	Shows a clear understanding of differences between the two homes Begins to interpret both texts Demonstrates clear connections between texts Selects relevant quotations/references from both texts to support response
<b>Level 2</b> Some, attempts 3-4 marks	Identifies some differences between the two homes Attempts some inference from one/both texts Attempts to link evidence between texts Selects some quotations/references; not always supporting (from one/both texts)
<b>Level 1</b> 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:

- Oliphant's description of her home seems more positive than Malala's description
- Malala doesn't see Birmingham as her 'true' home; Oliphant has fond memories
- Malala's home in Birmingham has many modern comforts – running water, large furniture, a large TV – while Oliphant's home does not. But the scene is still warm and comforting, e.g. the fire, mother pouring tea, etc.
- Malala lives in a large 'cold' city, whereas Oliphant lives outside Edinburgh, which she describes as the 'world' (suggesting her home is quite separate from what she sees as the rest of the world)

**Q3.** You now need to refer to **Source B only**. How does Oliphant use language to show how much she loved her brother? **[12 marks]**

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

- Use of positive adjectives and repetition of 'good'
- Use of superlative – 'dearest of companions'
- Use of exclamations
- Use of anecdote/memory of seeing a man she thought to be Frank
- Personal pronouns to show care she had for him ('my Frank')

**Q4.** You need to refer to **Source A** and **Source B** for this question. Compare how the two writers convey their different memories towards their childhood homes. **[16 marks]**

Level	Skills Descriptors
<b>Level 4</b> Perceptive, detailed 13-16 marks	Shows a detailed understanding of 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
<b>Level 3</b> Clear, relevant 9-12 marks	Shows a clear understanding of 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
<b>Level 2</b> Some, attempts 5-8 marks	Identifies some 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)
<b>Level 1</b> Simple, limited 1-4 marks	Simple awareness of 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:

- Both have fond/idyllic memories but for different reasons
- Malala talks of the busy/bustling nature of her childhood home, which she misses now that she is in Birmingham. She feels a sense of loss and returns there often in her thoughts because she misses it.
- Oliphant thinks fondly of her home but not because she feels a sense of loss – hers is simply a positive memory that reminds her of her childhood, her brother and her early family life.

And comment on methods such as:

- Use of different tone
- Lexical and structural choices to create differing tones
- Malala uses contrasts (her home in Pakistan vs her home in Birmingham) whereas Oliphant just speaks of Lasswade
- Language differences reflect different times/modes/purposes

**Q5.** ‘Your identity has nothing to do with the town or country or continent you come from. Being British, European, Asian or African makes no difference to who you are.’ Write an online article aimed at teenagers, giving your thoughts in response to this statement. **[40 marks]**

### AO5 Content and Organisation

<p>Level 4</p> <p>19-24 marks</p> <p>Content is convincing and crafted;</p> <p>Organisation is structured, developed, complex and varied</p>	<p>Upper Level 4</p> <p>22-24 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is convincing and compelling throughout</li> <li>• Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Highly structured and developed writing, incorporating a range of integrated and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> <li>• Varied and inventive use of structural features</li> </ul>
	<p>Lower Level 4</p> <p>19-21 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is convincing</li> <li>• Tone, style and register consistently match purpose, form and audience;</li> <li>• Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Structured and developed writing with a range of engaging complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> <li>• Varied and effective structural features</li> </ul>
<p>Level 3</p> <p>13-18 marks</p> <p>Content is clear and chosen for effect</p> <p>Organisation is engaging and connected</p>	<p>Upper Level 3</p> <p>16-18 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is consistently clear and effective</li> <li>• Tone, style and register matched to purpose, form and audience</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging using a range of detailed connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> <li>• Effective use of structural features</li> </ul>
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is clear</li> <li>• Tone, style and register generally matched to purpose, form and audience</li> <li>• Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> <li>• Usually effective use of structural features</li> </ul>

<p>Level 2</p> <p>7-12 marks</p> <p>Content is mostly successful and controlled</p> <p>Organisation is linked/relevant and paragraphed</p>	<p>Upper Level 2</p> <p>10-12 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is mostly successful</li> <li>• Some sustained attempt to match purpose, form and audience; some control of register</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> <li>• Some use of structural features</li> </ul>
	<p>Lower Level 2</p> <p>7-9 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates with some success</li> <li>• Attempts to match purpose, form and audience; attempts to control register</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> <li>• Attempts to use structural features</li> </ul>

<p>Level 1</p> <p>1-6 marks</p> <p>Content is simple</p> <p>Organisation is simple and limited</p>	<p>Upper Level 1</p> <p>4-6 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Simple communication of ideas</li> <li>• Simple awareness of purpose, form and audience; limited control of register</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> <li>• Evidence of simple structural features</li> </ul>
	<p>Lower Level 1</p> <p>1-3 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates limited meaning</li> <li>• Occasional sense of purpose, form and/or audience</li> <li>• Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> <li>• Limited or no evidence of structural features</li> </ul>

## AO6 Technical Accuracy

<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>
<p>Level 3</p> <p>9-12 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>
<p>Level 2</p> <p>5-8 marks</p>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>
<p>Level 1</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>