

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

A. You are unlikely to survive being on a sinking ship.

B. Staying calm is very important if you are on a sinking ship.

C. Passengers on boat trips are always provided with a survival kit.

D. Your survival kit should include something to eat.

E. It is important to know where your closest lifeboat is.

F. You should carry a lifejacket at all times when on board.

G. It is easier to tread water in the sea than in a swimming pool because of the salt water.

H. If you hear the horn eight times, this is the signal to abandon ship.

**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 in the *purposes* of the two texts. **[8 marks]**

Level	Skills Descriptors
<b>Level 4</b> Perceptive, detailed 7-8 marks	Shows a detailed understanding of differences between the purposes 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 purposes 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 purposes 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:

- The purpose of 'Boating Safety' is to instruct/give information about what to do in the event of being on a sinking ship; the purpose of the eye-witness account is to give an

account of what happened on board a sinking ship and to explain the bravery of a particular Lieutenant. It is not intended to instruct.

- Source A outlines how to prepare and gives practical tips on what to do in the event of emergency. It is objective and factual.
- Source B is a more emotional/personal account.

**Q3.** You now need to refer **Source B, lines 15-31 only**. How does the writer use language to show Mr Derenzy's bravery? **[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:

- Adjectives used to suggest his bravery – 'brave, noble, courageous'
- Superlative showing how Derenzy acted based on his emotions/passion – 'highest pitch of agony'
- Verbs and adverbs suggest he acted on instinct despite the danger – 'immediately plunged'
- Lexis used to describe the sea as highly dangerous – 'foaming surges'
- Dialogue shows he put the drowning man's life before his own

**Q4.** You need to refer to **Source A** and **Source B** for this question. Compare how the two writers convey their different attitudes towards being on a sinking ship. **[16 marks]**

<b>Level</b>	<b>Skills Descriptors</b>
<b>Level 4</b> 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
<b>Level 3</b> 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
<b>Level 2</b> 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)
<b>Level 1</b> 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:

- Source A is objective and factual while Source B is a more emotional/personal account
- Source A uses a specific, personal example and dramatic account to express the danger on board, while Source B uses facts and statistics
- Source A gives advice for a hypothetical event while Source B reflects true events
- Source A stresses the importance of remaining calm/being sensible/taking care of oneself, while Source B gives a sense of the fear/confusion/distress of the passengers

And comment on methods such as:

- Use of different tone – affected by genre (Source A being instructive/advisory and Source B being a personal account)
- Language differences reflect different times/modes/purposes
- Use of subheading/bullets in Source A compared to prose in Source B reflect different modes & purposes

**Q5.** ‘Survival skills should be a part of the school curriculum.’ Write an article for an e-magazine aimed at people your age, giving your thoughts in response to this statement. **[40 marks]**

**A05 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>