

# AQA GCSE English Language

## Paper 1: Explorations in creative reading and writing

### Mark Scheme

**Q1.** Read again the first part of the Source from *lines 1 to 7*.

List **four** things from this part of the text about the girl. **[4 marks]**

Give 1 mark for each point about the girl:

- responses must be true, and only drawn from lines 1 to 7 of the text
- responses must relate to the **girl**
- students may quote or paraphrase
- a paraphrased response covering more than one point should be credited for each point made – though paraphrased responses must demonstrate evidence of identification of information that is specific to the focus of the question as required by AO1
- responses that copy the whole section of the text from lines 1 to 7 verbatim should not be credited any marks as this does not provide any evidence of identification of information that is specific to the focus of the question as required by AO1

**Indicative content; students may include:**

- She is naked
- She lives in a hide-covered lean-to
- She is five years old
- She can swim well
- She learnt to swim before she could walk

Or any other valid responses you are able to verify by checking the Source.

**Q2.** Look in detail at this extract from **lines 23 to 33** of the Source. (Extract in paper.)

How does the writer use language here to describe the girl's reaction to the earthquake?  
**[8 marks]**

<p><b>Level 4</b>  Detailed, perceptive analysis  7-8 marks</p>	<ul style="list-style-type: none"> <li>• Analyses the effects of the writer's choices of language</li> <li>• Selects a judicious range of textual detail</li> <li>• Makes sophisticated and accurate use of subject terminology</li> </ul>
<p><b>Level 3</b>  Clear, relevant explanation  5-6 marks</p>	<ul style="list-style-type: none"> <li>• Explains clearly the effects of the writer's choice of language</li> <li>• Selects a range of relevant textual detail</li> <li>• Makes clear and accurate use of subject terminology</li> </ul>
<p><b>Level 2</b>  Some understanding and comment  3-4 marks</p>	<ul style="list-style-type: none"> <li>• Attempts to comment on the effect of language</li> <li>• Selects some appropriate textual detail</li> <li>• Makes some use of subject terminology, mainly appropriately</li> </ul>
<p><b>Level 1</b>  Simple, limited comment  1-2 marks</p>	<ul style="list-style-type: none"> <li>• Offers simple comment on the effect of language</li> <li>• Selects simple references or textual details</li> <li>• Makes simple use of subject terminology, not always appropriately</li> </ul>
<p><b>Level 0</b>  No marks</p>	<p>No comments on the use of language.  Nothing to reward.</p>

AO2 content may include the effect of ideas such as:

- use of verbs and adverbs to show her changing emotions
- sentence structure for effect
- employing imagery such as metaphor

**Q3.** You now need to think about the **whole** of the Source.

*This extract is from the opening of the novel.*

*How has the writer structured the text to interest you as a reader? [8 marks]*

<b>Level 4</b> Detailed, perceptive analysis 7-8 marks	<ul style="list-style-type: none"><li>• Analyses the effects of the writer's choice of structural features</li><li>• Selects a judicious range of examples</li><li>• Makes sophisticated and accurate use of subject terminology</li></ul>
<b>Level 3</b> Clear, relevant explanation 5-6 marks	<ul style="list-style-type: none"><li>• Explains clearly the effects of the writer's choice of structural features</li><li>• Selects a range of relevant examples</li><li>• Makes clear and accurate use of subject terminology</li></ul>
<b>Level 2</b> Some understanding and comment 3-4 marks	<ul style="list-style-type: none"><li>• Attempts to comment on the effect of structural features</li><li>• Selects some appropriate examples</li><li>• Makes some use of subject terminology, mainly appropriately</li></ul>
<b>Level 1</b> Simple, limited comment 1-2 marks	<ul style="list-style-type: none"><li>• Offers simple comment on the effect of structural features</li><li>• Selects simple references or examples</li><li>• Makes simple use of subject terminology, not always appropriately</li></ul>
<b>Level 0</b> No marks	No comments on the use of structure. Nothing to reward.

AO2 content may include the effect of ideas such as:

- hints in the first paragraph that the girl's home may not be safe
- gradual build up of tension as the earthquake becomes more and more severe
- gradual build up of tension as the girl slowly realises the danger she is in
- effect of this section overall as an opening to the novel

**Q4.** Focus this part of your answer on the second part of the Source from **line 1 to line 22**.

A student, having read this section of the text, said: ‘The writer makes the earthquake seem truly terrifying.’

To what extent do you agree? **[20 marks]**

<p><b>Level 4</b> Detailed, perceptive evaluation 16-20 marks</p>	<ul style="list-style-type: none"> <li>• Evaluates critically and in detail the effect(s) on the reader</li> <li>• Shows perceptive understanding of writer’s methods</li> <li>• Shows a judicious range of textual detail</li> <li>• Develops a convincing and critical response to the focus of the statement</li> </ul>
<p><b>Level 3</b> Clear, relevant evaluation 11-15 marks</p>	<ul style="list-style-type: none"> <li>• Evaluates clearly the effect(s) on the reader</li> <li>• Shows clear understanding of writer’s methods</li> <li>• Selects a range of relevant textual references</li> <li>• Makes a clear and relevant response to the focus of the statement</li> </ul>
<p><b>Level 2</b> Some evaluation 6-10 marks</p>	<ul style="list-style-type: none"> <li>• Makes some evaluative comment(s) on effect(s) on reader</li> <li>• Shows some understanding of writer’s methods</li> <li>• Selects some appropriate textual reference(s)</li> <li>• Makes some response to the focus of the statement</li> </ul>
<p><b>Level 1</b> Simple, limited evaluation 1-5 marks</p>	<ul style="list-style-type: none"> <li>• Makes simple, limited evaluative comment(s) on effect(s) on reader</li> <li>• Shows limited understanding of writer’s methods</li> <li>• Selects simple, limited textual reference(s)</li> <li>• Makes a simple, limited response to the focus of the statement</li> </ul>
<p><b>Level 0</b> No marks</p>	<p>No relevant comments offered in response to the statement, no impressions, no evaluation.</p>

AO4 content may include the evaluation of ideas such as:

- contrast between the opening paragraphs and later paragraphs (shift from absolute safety and security to fright and terror)
- changing reactions of the girl as she realises the danger she is in
- vivid imagery and close focus on destruction of specific plants, movement of the water, etc.
- how the writer has used, for example, language, structure, tone to make an impression on the reader

**Q5.** You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

**Either:** Write a description suggested by this picture: (picture of a ship in a stormy ocean)

**Or:** Write the opening of a story set in either the distant past or the distant future.

(24 marks for content and organisation  
16 marks for technical accuracy)  
**[40 marks]**

**A05 Content and Organisation**

<p>Level 4 19-24 marks</p> <p>Content is convincing and crafted;</p> <p>Organisation is structured, developed, complex and varied</p>	<p>Upper Level 4 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 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 13-18 marks</p> <p>Content is clear and chosen for effect</p> <p>Organisation is engaging and connected</p>	<p>Upper Level 3 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 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>