

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 in 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 <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
Level 3 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
Level 2 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
Level 1 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 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; Bryson’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]

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>Content</p> <ul style="list-style-type: none"> • 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 <p>Organisation</p> <ul style="list-style-type: none"> • 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
	<p>Lower Level 4</p> <p>19-21 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • Communication is convincing • Tone, style and register consistently match purpose, form and audience; • Extensive vocabulary with evidence of conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • 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
<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>Content</p> <ul style="list-style-type: none"> • 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 <p>Organisation</p> <ul style="list-style-type: none"> • Writing is engaging using a range of detailed connected ideas • Coherent paragraphs with integrated discourse markers • Effective use of structural features
	<p>Lower Level 3</p> <p>13-15 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • 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 <p>Organisation</p> <ul style="list-style-type: none"> • Writing is engaging with a range of connected ideas • Usually coherent paragraphs with range of discourse markers • Usually effective use of structural features
<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>Content</p> <ul style="list-style-type: none"> • 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 <p>Organisation</p> <ul style="list-style-type: none"> • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers • Some use of structural features
	<p>Lower Level 2</p> <p>7-9 marks</p>	<p>Content</p> <ul style="list-style-type: none"> • 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 <p>Organisation</p> <ul style="list-style-type: none"> • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate • Attempts to use structural features

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

AO6 Technical Accuracy

<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none"> • 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
<p>Level 3</p> <p>9-12 marks</p>	<ul style="list-style-type: none"> • 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
<p>Level 2</p> <p>5-8 marks</p>	<ul style="list-style-type: none"> • 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
<p>Level 1</p> <p>1-4 marks</p>	<ul style="list-style-type: none"> • 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