

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

- A. The writer recommends that to be happy, you should think about your own death.
- B. 'Corpse meditation' is a term given to the practice of meditating in a grave.
- C. 'Corpse meditation' is intended to make you more aware of how precious life is.
- D. Daniel Kahneman won the Nobel Prize in 2004 for his study into misalignment.
- E. Misalignment is when you don't spend enough time thinking about how precious life is.
- F. Misalignment is when the time you spend doing things that give you satisfaction is less than the time you spend doing things that don't give you satisfaction.
- G. A 2014 survey found that the average American spends much more time watching TV than engaging in spiritual or religious activities.
- H. A 2014 survey found that the average American spends much more time surfing the web than socialising and communicating.

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 the two writers' experiences. **[8 marks]**

| Level | Skills Descriptors |
|--|---|
| Level 4 Perceptive, detailed 7-8 marks | Shows a detailed understanding of differences between the two writers' experiences 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 writers' experiences 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 two writers' experiences 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:

- Brooks gained his ideas after a trip to Thailand in which he learnt about the practices of Buddhist monks; Dostoevsky had a near-death experience
- Most of Brooks' experience comes from his own research into our attitudes towards death, questioning others and looking at surveys

- In comparison, Dostoevsky faced death directly and was saved at the last minute – this gave him a new lease of life

Q3. You now need to refer to **Source B only**. How does Dostoevsky use language to show how much he loves his brother? **[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 nouns to show care for his brother (‘precious friend’, ‘dear brother’)
- Imperatives to show care for his brother’s feelings: ‘do not grieve for me’
- Use of repetition and exclamations to emphasise feelings of love/care
- Positive lexis to show how news of his brother will give him ‘hope and life’

Q4. You need to refer to **Source A** and **Source B** for this question. Compare how the two writers convey their attitudes to life and death. **[16 marks]**

| Level | Skills Descriptors |
|--|--|
| Level 4 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 |
| Level 3 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 |
| Level 2 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) |
| Level 1 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:

- Brooks feels that people should think about their own mortality in order to make the most of life; Dostoevsky is now deeply aware of the preciousness of life, having faced his own death
- Brooks' ideas come from his research, while Dostoevsky had a real life experience
- Brooks' ideas are based on the fact that people living in 21st century Britain tend to spend more time watching TV than doing anything worthwhile; Dostoevsky's ideas are based on the fear that he had when he thought he would never see his brother again

And comment on methods such as:

- Use of different tone
- Lexical choices to create differing tones
- Brooks' text is an article (more informative/based on facts and findings) whereas Dostoevsky's is a letter (more personal)
- Language differences reflect different times/modes/purposes

**Q5. Write a speech to deliver in a school assembly about the importance of having a healthy lifestyle.
[40 marks]**

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| AO5 Content and Organisation |
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| <p style="text-align: center;">Level 4</p> <p style="text-align: center;">19-24 marks</p> <p style="text-align: center;">Content is convincing and crafted;</p> <p style="text-align: center;">Organisation is structured, developed, complex and varied</p> | <p style="text-align: center;">Upper Level 4</p> <p style="text-align: center;">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 style="text-align: center;">Lower Level 4</p> <p style="text-align: center;">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 style="text-align: center;">Level 3</p> <p style="text-align: center;">13-18 marks</p> <p style="text-align: center;">Content is clear and chosen for effect</p> <p style="text-align: center;">Organisation is engaging and connected</p> | <p style="text-align: center;">Upper Level 3</p> <p style="text-align: center;">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 style="text-align: center;">Lower Level 3</p> <p style="text-align: center;">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 |

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| <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 |

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| <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

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| <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 |