

# Question 2

## Paper 2

### WHAT IS THE QUESTION?

- Comparing two sources- NO NEED FOR TECHNIQUES!
- Marks: 8
- Time: 10 minutes

Similar		Different	
•	Similarly	•	However
•	Alike to	•	Unlike to
•	Akin to	•	This is contrasted by
•	Likewise	•	This is the antithesis
•	Comparably	•	This juxtaposes
•	Equally	•	Contrastingly
•	Analogously	•	This is dissimilar
•	This is parallel		
•	This closely resembles		

THE MARK SCHEME	WHAT IT MEANS:
<p>Shows perceptive or detailed synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>• makes perceptive inferences from both texts</li> <li>• selects judicious references/use of textual detail relevant to the focus of the question</li> <li>• statements show perceptive differences between texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Picks out points that are insightful but are clearly explained</li> <li>• Short, embedded quotes</li> <li>• Explains the differences</li> </ul>

DO's	DON'Ts
<ul style="list-style-type: none"> <li>• Do read the questions carefully. It will tell you exactly what you're looking for information about (boats, weather, bikes etc)</li> <li>• Do find a point of difference or similarity in the two extracts you've been given.</li> <li>• So aim to make 2 -3 comparisons. More does not always equal more marks</li> <li>• Do use comparative words like however, whereas or similarly and likewise.</li> <li>• Do back up your points with quotes.</li> <li>• Do analyse what you've written, there are marks for this! Think about "what do these things lead you to believe?" You need to state something that isn't mentioned in the text and is your interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not worry about analysing language techniques.</li> <li>• Do not spend too long here, again it's a low mark question.</li> </ul>

# AQA model examples

EXAMPLES	WHAT HAS BEEN DONE WELL
<p>The children in Source A have a wild, carefree experience of childhood. They are naturally and physically active as they 'race[d] up and down...or all three' with no real direction or purpose, enjoying the freedom of a complete lack of parental control and no obvious adult supervision. This carefree and irresponsible experience is in complete contrast to Source B where the child factory workers do not have the same freedom or rights. Their childhood consists of being forced to earn money and being responsible for supporting themselves and their families. Their enforced stillness as they work 'sitting silently' shows that they are physically and verbally restrained by the more powerful adult supervisor, conveying a depressing and subdued experience.</p>	<ul style="list-style-type: none"> <li>• Explain source A and infer from the quote</li> <li>• Explain the comparison between Source A and B</li> <li>• Quote from Source B and inference</li> </ul>
<p>The elephant in Source A appears to behave in a violent and destructive way, by taking fruit as he 'raided' the market stall, but his behaviour is instinctive, as there is no other way for him to survive without food. In fact both elephants behave in a conscious way to achieve their aims, showing how intelligent elephants are and how they are misunderstood by their owners and keepers. In Source B, the elephant 'destroy[s] the doors' of the cage which confine him. This suggests his behaviour is both rational and deliberate, motivated by an attempt to escape from captivity, as he 'was perfectly quiet as soon as he was able to be free'.</p>	<ul style="list-style-type: none"> <li>• Explain source A and infer from the quote</li> <li>• Explain the comparison between Source A and B</li> <li>• Quote from Source B and inference</li> </ul>
<p>In Source B, 'local guide' Marius is 'hired' and therefore paid to ensure the safety and success of the writer. She buys his experience and knowledge of the mountains to achieve her ambition. On the other hand, in Source A, Joe's companion, Simon, is involved in a 'partnership' which suggests that mutual respect, skill and collaboration are essential to ensuring their safety and survival. However, although one relationship is based on an equal friendship and the other is based on two strangers entering a business transaction, both companions take responsibility for the life or death of the person they are climbing with, which shows that both relationships can be just as effective.</p>	<ul style="list-style-type: none"> <li>• Explain source B and inference</li> <li>• Short comparison</li> <li>• Explains Source A and inference</li> <li>• Larger comparison explained</li> </ul>
<p>The boat in Source A is only small, but the ability to right itself when it capsizes shows it is designed for safety; the technology ensures that although the tiny boat cannot withstand the waves which are 'towering over' it, after the disaster, it springs 'upright' again. It is ironic that, whilst the rowing boat is designed to right itself after capsizing, the far bigger and heavier steamship is more likely to 'turn over once and for all' and sink permanently below the waves, showing that design is more important than size when it comes to safety at sea. The boat in Source B is described as 'ancient and much damaged' which implies the ship has taken a severe battering from previous storms, but this might suggest that the ship is actually more likely to survive this storm, as its old age proves how resilient and reliable it is.</p>	<ul style="list-style-type: none"> <li>• Explain source A and analyses using quote</li> <li>• Explains further about source A, using a comparative point against Source B</li> <li>• Describe source B and analyses using quote</li> </ul>
<p>The driver in Source A who 'decided to overtake' shows behaviour which is irresponsible but rational. He makes an assessment of the risk in passing 'very closely and at speed' and does not intend any harm, although he knows that the odds are stacked in his favour, 'cocooned' as he is in his car where he will not get hurt. On the other hand, the drivers in Source B are intentionally targeting cyclists by 'passing so close,' which suggests behaviour which is equally irresponsible, as they too know they are protected by their relative size to the bicycle, and are unlikely to get hurt, but their behaviour is irrational and immoral too because it is planned. The motivation of the cabmen who are 'chasing the lady,' and targeting the female writer, suggests perhaps a particular hostility towards women who ride bicycles.</p>	<ul style="list-style-type: none"> <li>• Explains a similarity that they will later compare</li> <li>• Uses quote and analyses the deeper meaning</li> <li>• Comparison with Source B, using a direct comparison with what they just spoke about</li> <li>• Explores Source B quote and inferences</li> </ul>

### WHAT THE ABOVE ALL DO WELL:

- All constantly evaluate the statement- consistently linking back
- Embed lots of quotes
- Use a range of language and structure techniques to support their point

# Structure

For question 2, we don't recommend writing 4-5 shorter comparisons as this could mean you lose out on analysis marks. Although you don't need to use techniques, you need to infer what the sources are saying. We recommend aiming for 2-3 of this structure below (depending on how quick you write!).

This would be one paragraph, we've been split it up so it is easier to see.

□ **Point about Source A**

□ **Evidence**

□ **Analysis**

**Comparison with Source B (explained)**

□ **Point about Source B**

□ **Evidence**

□ **Analysis**

**X2-3**

# Sentence starters

□ The [insert] in source A has a .../ Within source A, the writer presents...

□ **Embed evidence**

□ This suggests.../ this implies.../ this highlights.../this compounds.../  
demonstrating...

□ Alike to source A, source B explores.../ Similarly, both sources.../ this is a  
complete contrast to source B.../ this juxtaposes source B as.../ on the other hand,  
source B explores...

□ In source B it is clear that.../ Within source B, [insert] also/ doesn't have.../ it is  
evident in source B that...

□ **Embed evidence**

□ This suggests.../ this implies.../ this highlights.../this compounds.../  
demonstrating...

# Model example:

You need to refer to SOURCE A and SOURCE B for this question.

The children at the cinema in SOURCE A and the children at the factory in SOURCE B have different experiences of childhood.

USE DETAILS FROM BOTH SOURCES TO WRITE A SUMMARY OF WHAT YOU UNDERSTAND ABOUT THE DIFFERENT EXPERIENCES OF THE CHILDREN. [8 MARKS]

Within source A, the writer presents a glorified and indulgent presentation of childhood as he reminisces about the intricate details of these largely adored sweets. His detailed descriptions and accounts of the “dry honeycomb covered in chocolate” suggests his fond experiences of childhood as he is immersing himself back into this cherished time filled with sweets as if he was a child again- he adores these fond memories and simple pleasures he once enjoyed. This indulgent fond presentation of childhood contrasts Source B as the writer is presented as more deprived from these luxuries due to the chemicals found in childhood delights such as sweets- source A was mindlessly allowed to consume these pleasures without it tarnishing their childhood experiences. In source B, it is evident that the children’s experiences were tainted by pressing health issues and implications that came from these simple pleasures. They speak of how the sweets were “poisonous” and “contained copper toxins”, this highlighting how their childhood experiences, such as the simple pleasure of sweets, were stolen from them due to the unsafety surrounding it.

Moreover, the writer in source A depicts a more carefree and light-hearted experience of his childhood as he had no concerns about life outside of what sweets he would have chosen using the “two shillings” he had generously been given- this being ample to “buy as much as you could eat”. This reinforces how source A’s childhood was preserved in an untarnished bubble of childhood pleasures and was not concerned with the pressing hardships of the world around him. This carefree and light-hearted presentation juxtaposes Source B as they were exposed to relentless underpaid work, depriving them of being preserved in this carefree childhood bubble; they were belligerently forced to face the hardships and reality of life, not experiencing the untroubled childhood as source A did. In source B it is clear that the children were exposed to gruelling childhood exploitation as they were “hunched over their benches” while being “cheaply paid”. This compounds that source B’s childhood experiences were not able to be carefree as they were subject to hours of physically and mentally hard labour in order to support their struggling families.

# Breaking it down

## Paragraph 1

□ Point about source A

□ Evidence

□ Analysis

□ Comparison with source B (explained)

□ Point about source B

□ Evidence

□ Analysis

Within source A, the writer presents a glorified and indulgent presentation of childhood as he reminisces about the intricate details of these largely adored sweets. His detailed descriptions and accounts of the “dry honeycomb covered in chocolate” suggests his fond experiences of childhood as he is immersing himself back into this cherished time filled with sweets as if he was a child again- he adores these fond memories and simple pleasures he once enjoyed. This indulgent fond presentation of childhood contrasts Source B as the writer is presented as more deprived from these luxuries due to the chemicals found in childhood delights such as sweets- source A was mindlessly allowed to consume these pleasures without it tarnishing their childhood experiences. In source B, it is evident that the children’s’ experiences were tainted by pressing health issues and implications that came from these simple pleasures. They speak of how the sweets were “poisonous” and “contained copper toxins”, this highlighting how their childhood experiences, such as the simple pleasure of sweets, were stolen from them due to the unsafety surrounding it.



## Paragraph 2

□ Point about source A

□ Evidence

□ Analysis

□ Comparison with source B (explained)

□ Point about source B

□ Evidence

□ Analysis

Moreover, the writer in source A depicts a more carefree and light-hearted experience of his childhood as he had no concerns about life outside of what sweets he would have chosen using the “two shillings” he had generously been given- this being ample to “buy as much as you could eat”. This reinforces how source A’s childhood was preserved in an untarnished bubble of childhood pleasures and was not concerned with the pressing hardships of the world around him. This carefree and light-hearted presentation juxtaposes Source B as they were exposed to relentless underpaid work, depriving them of being preserved in this carefree childhood bubble; they were belligerently forced to face the hardships and reality of life, not experiencing the untroubled childhood as source A did. In source B it is clear that the children were exposed to gruelling childhood exploitation as they were “hunched over their benches” while being “cheaply paid”. This compounds that source B’s childhood experiences were not able to be carefree as they were subject to hours of physically and mentally hard labour in order to support their struggling families.