

### Prompt for Q2

Mark my GCSE ENGLISH LANGUAGE PAPER1 Question 2 AQA based on the mark scheme provided(Mark this out of 8 marks):

#### Question 2 (8 marks)

Explain, comment on, and analyze how the writer uses language and structure to achieve effects and influence readers, using relevant subject terminology to support your views. This question assesses Language i.e., Words/Phrases/Language Features/Language Techniques/Sentence Forms. The sample student's responses here should only be used as an example of the quality of writing for each level

#### Marking Criteria (AO2):

- Level 4 (7-8 marks): Shows perceptive and detailed understanding of language. Analyses the effects of the writer's choices of language, selects a range of judicious textual detail, and makes sophisticated and accurate use of subject terminology.

#### Sample Student Response (Level 4):

The writer employs the adjective 'golden' to evoke a sense of nostalgia and romanticism in Mr. Fisher's perception of past books. This choice of language implies that he views these books with great sentimentality, perhaps associating them with a time of warmth and fond memories. Additionally, the metaphor 'ran like gazelles and pounced like tigers' vividly conveys the dynamic and engaging nature of the stories. It suggests a swift, captivating quality, wherein readers are enthralled by the narrative. This metaphor not only highlights the pace of the stories but also their ability to seize the reader's imagination. Furthermore, the writer personifies the stories as 'illuminating minds and hearts', suggesting that Mr. Fisher believes these narratives not only engage the intellect but also touch the reader on an emotional level, as if casting a spell. This personification adds a layer of depth to Mr. Fisher's appreciation, implying that he sees these stories as having a profound impact on both the intellect and emotions of the reader.

#### Marking Criteria (AO2):

- Level 3 (5-6 marks): Shows clear understanding of language. Explains clearly the effects of the writer's choices of language, selects a range of relevant textual detail, and makes clear and accurate use of subject terminology.

#### Sample Student Response (Level 3):

The writer utilizes the adjective 'golden' to convey Mr. Fisher's positive and glowing view of books from the past. This term suggests a sense of value and significance, indicating that he holds them in high regard. The metaphor 'ran like gazelles and pounced like tigers' vividly portrays the energetic and engaging nature of the stories. It implies that these narratives were not only fast-paced but also had a striking impact on the reader's imagination, captivating them. The subsequent imagery of 'illuminating minds and hearts' suggests that Mr. Fisher believes these stories had a transformative effect, enlightening both the intellectual and emotional facets of the reader.

#### Marking Criteria (AO2):

- Level 2 (3-4 marks): Shows some understanding and comment. Attempts to comment on the effect of language, selects some appropriate textual detail, and makes some use of subject terminology, mainly appropriately.

#### Sample Student Response (Level 2):

The writer uses the term 'golden' to describe books from the past, implying that Mr. Fisher holds them in high esteem, perhaps associating them with cherished memories. The metaphor 'ran like gazelles and pounced like tigers' suggests a lively and captivating quality to the stories. It conveys a sense of speed and excitement, indicating that they were not only engaging but also had an impact on the reader's imagination.

#### Marking Criteria (AO2):

- Level 1 (1-2 marks): Shows simple awareness of language. Offers simple comment on the effect of language, selects simple reference(s) or textual detail(s), and makes simple use of subject terminology, not always appropriately.

Sample Student Response (Level 1):

Mr. Fisher seems to have a positive view of past books because he describes them as 'golden'. The writer also uses the metaphor 'pounced like tigers' which implies that the stories were exciting and gripping for the reader.

Marking Criteria (AO2):

- Level 0 (0 marks): Nothing to reward.

Note: If a student writes only about language outside of the given lines, the response should be placed in either Level 1 or Level 2, according to the quality of what is written.

. My response:

**PROVIDE YOUR TYPED UP  
RESPONSE HERE(In place of this  
text):**

Provide a mark out of 8 (using the relevant points from the mark scheme provided) and provide relevant feedback in the form of bullet points to improve.

Prompt for Q3

Mark my GCSE ENGLISH LANGUAGE PAPER 1 Question 3 AQA based on the mark scheme provided(Mark this out of 8 marks):

Question 3 (8 marks)

Explain, comment on, and analyze how the writer uses language and structure to achieve effects and influence readers, using relevant subject terminology to support your views. This question assesses structural features at various levels - whole text,

paragraph, and sentence. The sample student's responses here should only be used as an example of the quality of writing for each level

#### Marking Criteria (AO2):

- Level 4 (7-8 marks): Shows perceptive and detailed understanding of structural features. Analyses the effects of the writer's choices of structural features, selects a range of judicious examples, and makes sophisticated and accurate use of subject terminology.

#### Sample Student Response (Level 4):

The source exhibits a sophisticated employment of structural shifts, particularly in the dimensions of place, situation, and time. It initiates by providing substantial background information on Mr. Fisher, vividly depicting his environment in both his 'small terraced house' and 'form room' at school. This establishes a comprehensive portrayal of his character. As the narrative unfolds, it subsequently zooms in on his contemplations concerning the teaching of creative writing, exposing a gradual disenchantment that transpired over the years. This shift is not only evident in the temporal domain but also spatially, as the focus oscillates between his current state and retrospection. Phrases like 'the old days' and 'Mr Fisher remembered' herald a flashback to a bygone era, characterized by vibrant classrooms where 'imagination soared'. Upon re-entering the present, the stark contrast of 'everything is now in black and white' illuminates the extent of Mr. Fisher's disillusionment with teaching. The meticulous orchestration of these structural shifts culminates in a powerful portrayal of Mr. Fisher's evolving sentiments.

#### Marking Criteria (AO2):

- Level 3 (5-6 marks): Shows clear understanding of structural features. Explains clearly the effects of the writer's choices of structural features, selects a range of relevant examples, and makes clear and accurate use of subject terminology.

#### Sample Student Response (Level 3):

The source adeptly employs structural shifts to delineate Mr. Fisher's narrative. It commences with a comprehensive backdrop of Mr. Fisher's environment,

encompassing both his residence and work space. This establishes a robust foundation for his character. As the narrative progresses, the focus shifts towards his contemplation of teaching creative writing, signifying a shift in emphasis. This is further delineated through a temporal transition as the text segues into a recollection of 'the old days'. This flashback not only provides a contextual contrast but also accentuates Mr. Fisher's current disillusionment with teaching. The structural elements effectively work in tandem to convey the evolution of Mr. Fisher's sentiments.

#### Marking Criteria (AO2):

- Level 2 (3-4 marks): Shows some understanding and comment. Attempts to comment on the effect of structural features, selects some appropriate examples, and makes some use of subject terminology, mainly appropriately.

#### Sample Student Response (Level 2):

The source incorporates structural shifts to illustrate Mr. Fisher's experiences. It starts by delving into Mr. Fisher's thoughts on teaching creative writing, highlighting his struggle to engage students. This initial emphasis subsequently transitions to a recollection, indicated by the phrase 'Mr Fisher remembered a time'. This shift provides a comparative view, showing how things were different in the past.

#### Marking Criteria (AO2):

- Level 1 (1-2 marks): Shows simple awareness of structural features. Offers simple comment on the effect of structure, selects simple reference(s) or example(s), and makes simple use of subject terminology, not always appropriately.

#### Sample Student Response (Level 1):

The source begins by focusing on Mr. Fisher's reflections on the students' disinterest in books. It then shifts to a recollection of a different time in the past, demonstrating a contrast.

#### Marking Criteria (AO2):

- Level 0 (0 marks): Nothing to reward.

. My response:

# PROVIDE YOUR TYPED UP RESPONSE HERE(In place of this text):

Provide a mark out of 8 and provide relevant feedback in the form of bullet points to improve.

## Prompt for Q4

Mark my GCSE ENGLISH LANGUAGE PAPER 1 Question 4 AQA based on the mark scheme provided (Mark this out of 20 marks): The sample student's responses here should only be used as an example of the quality of writing for each level

### *Question 4 (20 marks)*

#### AO4 Evaluation

Evaluate how the writer uses language to convey Mr. Fisher's reaction to Tibbet's homework. Consider the impact on the reader and the methods employed by the writer. In your response, you should:

- Assess the effectiveness of the writer's methods in portraying Mr. Fisher's reaction.
- Evaluate the emotional impact on the reader.

### *Marking Criteria (AO4):*

Level 4 (16-20 marks): Provides a perceptive and detailed evaluation. Critically evaluates the effect on the reader. Demonstrates perceptive understanding of writer's methods. Selects a range of judicious textual detail. Develops a convincing and critical response.

### *Sample Student Response (Level 4):*

Mr Fisher is resigned to his students' lack of imagination and we learn that his expectations of Tibbet are low: despite 'a spark in him which deserved attention',

Tibbet is not a 'brilliant scholar by any means' and 'had obviously done part of his homework on the bus'. Mr Fisher even 'took a deep breath' before marking Tibbet's book, the triple 'home; dinner; bed' emphasising to the reader the domestic distractions he would rather be doing. However, when he reads Tibbet's story, I think Mr Fisher is astounded because it is unique, totally fresh and 'something entirely original'. He experiences a moment of sudden realisation that is so profound that he will never look on life in the same way again. Everything he previously believed about stories has been shattered, and his reaction is not only emotional but physical. The writer conveys this by juxtaposing short, snappy sentences with long, complex ones to imitate the stages of astonishment Mr Fisher goes through. 'His breathing quickened, stopped, quickened again' suggests he is swiftly scanning through Tibbet's homework in disbelief, the rhythm mirroring his rapid heartbeat. This is followed by a lengthy sentence that includes the phrase 'rereading every word slowly and with meticulous care'. Here, the pace slows down to reflect Mr Fisher retracing his steps much more thoroughly, incredulous at his discovery.

Level 3 (11-15 marks): Offers a clear and relevant evaluation. Demonstrates clear understanding of writer's methods. Selects a range of relevant textual references. Provides a clear and relevant response.

*Sample Student Response (Level 3):*

Mr Fisher says Tibbet wasn't a 'brilliant scholar by any means', despite having a 'spark in him', so I don't think his expectations of Tibbet's homework were high. He even 'took a deep breath' before he started marking, which suggests he was dreading it and maybe thought he was wasting his time. When he reads the story, he discovers it's really good because it's original, and he is surprised and stunned. The writer conveys his extreme reaction by varying the sentence length as Mr Fisher reads the story. The short sharp sentence 'His breathing quickened, stopped, quickened again' implies that Mr Fisher is rushing through Tibbet's work as if in disbelief. This is followed by a long, complex sentence that includes 're-reading every word slowly and with meticulous care'. This slows the pace right down, suggesting Mr Fisher is now taking his time to see if what he has found can possibly be true.

Level 2 (6-10 marks): Shows some attempts at evaluation. Makes some attempts to comment on the effect(s) on the reader. Shows some understanding of the writer's methods. Selects some appropriate textual references. Provides some response to the focus.

*Sample Student Response (Level 2):*

Mr Fisher expected Tibbet's homework to be bad. He says 'not a brilliant scholar'. He also 'took a deep breath', which tells us he didn't really want to mark the book. I think Mr Fisher is surprised when he discovers Tibbet's story is good, and I agree he has an extreme reaction. He starts to sweat and 'his breathing quickened, stopped, quickened again'. This is a short sentence used for effect. You read it really quickly and it makes it seem like he can't breathe properly because he's so excited.

Level 1 (1-5 marks): Offers simple, limited evaluative comments. Shows limited understanding of writer's methods. Selects simple, limited textual references.

Provides a simple, limited response.

*Sample Student Response (Level 1):*

Mr Fisher thinks Tibbet's homework is going to be bad, but it turns out to be good. It says 'not a brilliant scholar by any means' so Mr Fisher didn't expect it to be any good. I agree Mr Fisher's reaction is extreme. This is shown in the short sentence 'His breathing quickened, stopped, quickened again'.

Level 0 (0 marks): Nothing to reward.

. My response:

**PROVIDE YOUR TYPED UP  
RESPONSE HERE(In place of this  
text):**

Provide a mark out of 20 and provide relevant feedback to improve (in the form of bullet points)

Prompt for Q5

Mark my GCSE ENGLISH LANGUAGE PAPER 1 Question 5 AQA based on the mark scheme provided (Mark this out of 40 marks -24 marks for content and organisation



and 16 marks for technical accuracy)): The sample student's responses here should only be used as an example of the quality of writing for each level

#### Question 5

##### Content and organisation

*A05 Content and Organisation Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Level Skills descriptors*

*Level 4 19–24 marks Compelling, Convincing Communication Upper Level 4 22-24 marks Content • Communication is convincing and compelling • Tone, style and register are assuredly matched to purpose and audience • Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers*

*Lower Level 4 19-21 marks Content • Communication is convincing • Tone, style and register are convincingly matched to purpose and audience • Extensive vocabulary with conscious crafting of linguistic devices Organisation • Varied and effective structural features • Writing is highly engaging with a range of developed complex ideas • Consistently coherent use of paragraphs with integrated discourse markers*

*Level 3 13–18 marks Consistent, Clear Communication Upper Level 3 16-18 marks Content • Communication is consistently clear • Tone, style and register are clearly and consistently matched to purpose and audience • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices Organisation • Effective use of structural features • Writing is engaging, using a range of, clear connected ideas • Coherent paragraphs with integrated discourse markers*

*marks Content • Communication is generally clear • Tone, style and register are generally matched to purpose and audience • Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with range of discourse markers*

*Level 2 7–12 marks Some successful Communication Upper Level 2 10-12 marks Content • Communicates with some sustained success • Some sustained attempt to match tone, style and register to purpose and audience • Conscious use of vocabulary with some use of linguistic devices Organisation • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers*

*Lower Level 2 7-9 marks Content • Communicates with some success • Attempts to match tone, style and register to purpose and audience • Begins to vary vocabulary with some use of linguistic devices Organisation • Attempts to use structural features • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate MARK SCHEME – GCSE ENGLISH LANGUAGE – 8700/1 – JUNE 2021 17 Level 1 1–6 marks Simple, Limited Communication Upper Level 1 4-6 marks Content • Communicates simply • Simple awareness of matching tone, style and register to purpose and audience • Simple vocabulary; simple linguistic devices Organisation • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure Lower Level 1 1-3 marks Content • Limited communication • Occasional sense of matching tone, style and register to purpose and audience • Simple vocabulary Organisation • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs Level 0 No marks Students will not have offered any meaningful writing to assess. Nothing to reward. My response:*

**PROVIDE YOUR TYPED UP  
RESPONSE HERE(In place of this  
text):**

*Give my response a mark out of 24 (for content and organisation) and out of 16 (for technical accuracy) providing relevant feedback in the form of bullet points.*