

Prompt for Q2

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

Question 2: This question tests AO1 :• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts

Level 4 (7–8 marks)

- Provides a perceptive and detailed synthesis and interpretation of both texts.
- Makes perceptive inferences from both texts.
- Selects judicious references/use of textual detail relevant to the focus of the question.
- Statements show perceptive differences between texts.

Sample level 4 response:

In Source A, the camping site is an established holiday destination that provides facilities such as 'a table tennis hut' and a 'pool', suggesting that these have been developed to provide on-site entertainment for campers to enjoy. This meets the demand from campers for commercial camping sites to provide pleasure and relaxation. This is a huge contrast to Source B, where the camping site is created from the natural surroundings and has no purpose-made facilities, where the campers embrace the task of constructing their own shelter, 'The site for a shelter is selected'. However, this return to the wilderness is precisely what appeals to these pioneering American

Level 3 (5–6 marks)

- Shows clear synthesis and interpretation of both texts.
- Makes clear inferences from both texts.
- Selects clear references/textual detail relevant to the focus of the question.
- Statements show clear differences between texts.

Sample level 3 response:

In Source A, the camp site has already been set up and it provides facilities such as a 'table tennis hut' and a 'pool' which suggests that this is a proper site, built for campers to come and enjoy themselves on their holidays. However, the camping site in Source B does not exist until it is made by the campers who arrive in the woods to make their own shelter from the trees around them, 'The site for a shelter is selected'. This suggests that the camping site is much more basic and has no facilities because the American campers are looking for an experience rather than a holiday.

Level 2 (3–4 marks)

- Shows some interpretation from one/both texts.
- Attempts some inference(s) from one/both texts.
- Selects some appropriate references/textual detail from one/both texts.
- Statements show some difference(s) between texts.

Sample level 2 response:

In Source A, the camping site has activities as it has a 'table tennis hut' and a 'pool' which means there are fun things for the campers to do. In Source B, it is very different as they are not staying in a camp site that someone else has made for them so they have to make it themselves, 'A site for a shelter is selected.' This is not very good as they have to work hard.

Level 1 (1–2 marks)

- Shows simple awareness from one/both texts.
- Offers paraphrase rather than inference.
- Selects simple reference(s)/textual detail(s) from one/both texts.
- Statements show simple difference between texts.

Sample level 1 response:

In Source A the camping site has a 'table tennis hut' and a 'pool' which shows there are things there. In Source B it is different because there is nowhere to stay, 'A site

for a shelter is selected'. The camping site is in the woods and there is nothing there, except trees.

Level 0 (No marks)

- Nothing to reward.

Note: A candidate has to deal with both texts and address the correct focus of the question to achieve Level 3 or above.

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):**

Prompt for Q3

Mark my GCSE ENGLISH LANGUAGE PAPER 2 Question 3 AQA based on the mark scheme provided(Mark this out of 12 marks):

Question 3: Language and Structure Analysis

Level 4 (10–12 marks)

- Shows detailed and perceptive understanding of language.
- Analyses the effects of the writer's choices of language.
- Selects a judicious range of textual detail.
- Makes sophisticated and accurate use of subject terminology.

Example Response (Level 4): The writer employs the simile 'shifting shapes like a flock of starlings' to vividly depict the rain's dynamic transformation and its collaborative effort to form an ominous, dense mass in the sky. This imagery of 'shifting shapes' conveys the abrupt changes in the rain's movement, underscoring the menacing and capricious power of nature.

Level 3 (7–9 marks)

- Shows clear understanding of language.
- Explains clearly the effects of the writer's choices of language.
- Selects a range of relevant textual detail.
- Makes clear and accurate use of subject terminology.

Example Response (Level 3): The writer employs the simile 'shifting shapes like a flock of starlings' to illustrate how the rain amalgamates like a group of birds, moving in unison. The imagery of 'shifting shapes' implies constant motion, creating an atmosphere of uncertainty.

Level 2 (4–6 marks)

- Shows some understanding of language.
- Attempts to comment on the effect of language.
- Selects some appropriate textual detail.
- Makes some use of subject terminology, mainly appropriately.

Example Response (Level 2): The writer uses various language techniques to describe the rain. One such instance is the simile 'shifting shapes like a flock of starlings,' likening the storm to a dark, cohesive group of birds in the sky.

Level 1 (1–3 marks)

- Shows simple awareness of language.
- Offers simple comments on the effect of language.
- Selects simple references or textual details.
- Makes simple use of subject terminology, not always appropriately.

Example Response (Level 1): The writer characterizes the storm as 'shifting shapes like a flock of starlings.' This simile likens the rain to birds in the sky.

Level 0 (No marks)

- Nothing to reward.

. My response:

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

Provide a mark out of 12 (using the relevant points from the mark scheme provided) and provide relevant feedback in the form of bullet points to improve.

Prompts for Q4

Mark my GCSE ENGLISH LANGUAGE PAPER 2 Question 4 AQA based on the mark scheme provided(Mark this out of 16 marks):

Level 4 (13–16 marks)

- Provides a perceptive and detailed comparison of ideas and perspectives.
- Analyzes how writers' methods are used effectively.
- Selects a range of judicious supporting detail from both texts.
- Demonstrates a detailed and perceptive understanding of the different ideas and perspectives in both texts.

Example Response (Level 4): The writer in Source A grapples with mixed emotions towards camping holidays, oscillating between feelings of dread and unexpected moments of connection to nature. The initial portrayal of holidays as 'assault courses' foreshadows the impending chaos of the storm. Yet, amidst the turmoil, she finds solace by the river, experiencing 'the greatest pleasure,' creating a poignant contrast with the ferocity of the storm. This ambivalence is further emphasized as she juxtaposes the exhilarating sensations of the storm with the declaration of 'hell rained itself down on me,' revealing her complex emotional landscape. In contrast, Source B conveys a clear moral outrage at the environmental impact of camping holidays. The writer begins ironically, suggesting camping as an 'escape from civilization,' only to condemn it later as 'a paradise... entered to destroy.' The poignant conclusion, 'Man has wrought his usual wrong upon Nature,' starkly asserts the destructive consequences of this desire to reconnect with nature.

Level 3 (9–12 marks)

- Provides a clear and relevant comparison of ideas and perspectives.
- Explains clearly how writers' methods are used.
- Selects relevant detail to support from both texts.
- Demonstrates a clear understanding of the different ideas and perspectives in both texts.

Example Response (Level 3): The writer in Source A expresses uncertainty regarding camping holidays, transitioning from dread to moments of unexpected contentment.

Starting with the characterization of holidays as 'assault courses,' the reader anticipates a disastrous experience. This narrative shift, from dread to a sense of calm, and ultimately to excitement with the storm described as 'deliciously spine-tingling,' exemplifies her evolving emotions. In contrast, the writer in Source B exhibits a firm stance against camping, beginning with the hope of it being an 'escape from civilization' but ultimately denouncing it with 'Man has wrought his usual wrong upon Nature.' The writer leaves no doubt about their conviction that campers are causing irreparable harm to the natural environment.

Level 2 (5–8 marks)

- Makes some comment on how writers' methods are used.
- Selects some appropriate textual detail/references from one or both texts.
- Shows some understanding of different ideas and perspectives.

Example Response (Level 2): The writer of Source A initially views camping holidays negatively, labeling them as 'assault courses,' implying they are unpleasant. However, her sentiment shifts as she begins to find enjoyment, using phrases like 'the greatest pleasure.' Conversely, in Source B, the writer starts with a positive outlook, describing camping as 'wonderful' and an 'escape,' but ultimately changes his mind, condemning the damage caused by campers with 'the stumps are ugly' and 'Man has wrought his usual wrong upon Nature.'

Level 1 (1–4 marks)

- Makes simple cross reference of ideas and perspectives.
- Makes simple identification of writers' methods.
- Selects simple reference(s)/ textual detail(s) from one or both texts.
- Shows simple awareness of ideas and/or perspectives.

Example Response (Level 1): The writer in Source A holds a negative view of camping holidays, describing them as 'awful' and 'assault courses.' However, her opinion shifts slightly as she starts to find enjoyment, using words like 'pleasure' and 'enjoying.' This contrasts with Source B where the writer initially views camping positively, calling it 'wonderful,' but later expresses concern about the environmental impact, stating that 'the stumps are ugly.'

Level 0 (No marks)

- Nothing to reward.

. My response:

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

Provide a mark out of 16 (using the relevant points from the mark scheme provided) and provide relevant feedback in the form of bullet points to improve.

Prompts for Q5

Mark my GCSE ENGLISH LANGUAGE PAPER 2 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)):

Level 4 (19–24 marks)

- 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.
- 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.

Level 3 (13–18 marks)

- Communication is consistently clear.
- Tone, style, and register are consistently matched to purpose and audience.
- Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.
- Effective use of structural features.
- Writing is engaging, using a range of clear, connected ideas.
- Coherent paragraphs with integrated discourse markers.

Level 2 (7–12 marks)

- 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.
- Some use of structural features.
- Increasing variety of linked and relevant ideas.
- Some use of paragraphs and some use of discourse markers.

Level 1 (1–6 marks)

- Communicates simply.
- Simple awareness of matching tone, style, and register to purpose and audience.
- Simple vocabulary; simple linguistic devices.
- Evidence of simple structural features.
- One or two relevant ideas, simply linked.
- Random paragraph structure.

Level 0 (No marks)

- No meaningful writing provided.

. My response:

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

Provide a mark out of 40 (using the relevant points from the mark scheme provided) and provide relevant feedback in the form of bullet points to improve.

