**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]**

1. The writer recommends that to be happy, you should think about your own death.
2. ‘Corpse meditation’ is a term given to the practice of meditating in a grave.
3. ‘Corpse meditation’ is intended to make you more aware of how precious life is.
4. Daniel Kahneman won the Nobel Prize in 2004 for his study into misalignment.
5. Misalignment is when you don’t spend enough time thinking about how precious life is.
6. 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.
7. A 2014 survey found that the average American spends much more time watching TV than engaging in spiritual or religious activities.
8. 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]**

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| **Level** | **Skills Descriptors** |
| **Level 4**Perceptive, detailed7-8 marks | Shows a detailed understanding of differences between the two writers’ experiencesOffers perceptive interpretation of both textsSynthesises evidence between textsSelects a range of judicious quotations from both texts |
| **Level 3**Clear, relevant5-6 marks | Shows a clear understanding of differences between the two writers’ experiencesBegins to interpret both textsDemonstrates clear connections between textsSelects relevant quotations/references from both texts to support response |
| **Level 2**Some, attempts3-4 marks | Identifies some differences between the two writers’ experiencesAttempts some inference from one/both textsAttempts to link evidence between textsSelects some quotations/references; not always supporting (from one/both texts) |
| **Level 1**Simple, limited1-2 marks | Shows simple awareness of difference(s)Offers paraphrase rather than inferenceMakes simple or no links between textsSimple 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]**

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| **Level** | **Skills Descriptors** |
| **Level 4**Perceptive, detailed10-12 marks | Shows detailed and perceptive understanding of *language*Analyses the effects of the writer’s choice of languageSelects a range of judicious quotationsUses a range of subject terminology appropriately |
| **Level 3**Clear, relevant7-9 marks | Shows clear understanding of *language*Clearly explains the effects of the writer’s choice of languageSelects relevant quotationsUses subject terminology accurately |
| **Level 2**Some, attempts4-6 marks | Shows some understanding of *language*Attempts to comment on the effect of languageSelects some relevant quotationsUses some subject terminology, not always appropriately |
| **Level 1**Simple, limited1-3 marks | Shows simple awareness of *language*Offers simple comment on the effects of languageSimple references or textual detailsSimple 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]**

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| **Level** | **Skills Descriptors** |
| **Level 4**Perceptive, detailed13-16 marks | Shows a detailed understanding of the ideas and perspectivesCompares ideas and perspectives in a perceptive wayAnalyses how methods are used to convey ideas and perspectivesSelects range of judicious quotations from both texts |
| **Level 3**Clear, relevant9-12 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, attempts5-8 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, limited1-4 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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| AO6 Technical Accuracy |

