

AQA English Language Paper 2 Markscheme

QUESTION 1 /4

QUESTION 2			
	Shows differences between texts	Use of textual detail (quotes)	Inferences made
1-2	Simple difference between text	Simple, limited from one or both texts	Mostly paraphrasing/stating the obvious
3-4	Some difference(s) between texts	Some, appropriate from one or both texts	Attempts some inference(s) from one/both texts
5-6	Clear differences between texts	A range, relevant to the focus of the question	Clear inferences from both texts
7-8	Perceptive differences between texts	A judicious (well-chosen) range relevant to the focus of the question	Perceptive inferences from both texts

QUESTION 3			
	Use of subject terminology	Use of textual detail (quotes)	Inference and analysis of the writer's choices of language
1-3	Simple, not always accurate	Simple, limited	Simple, limited, mostly paraphrasing/stating the obvious
4-6	Some, mostly accurate	Some, appropriate	Attempts to comment on the effect
7-9	Clear and accurate	A range, relevant	Clearly explains the effects
10-12	Sophisticated and accurate use of subject terminology	A judicious (well-chosen) range	Analyses the effects

QUESTION 4				
	Comparison of ideas	Understanding of ideas and perspectives	Use of textual detail (quotes)	Identification and analysis of the writer's methods (language and structure)
1-4	Simple, limited cross reference	Simple awareness of ideas and/or perspectives	Simple, limited from one or both texts	Simple identification
5-8	Attempts to compare ideas and perspectives	Identifies some different ideas and perspectives	Some, appropriate, not always supporting from one or both texts	Some comment on how writers' methods are used
9-12	Clear and relevant comparison	Clear understanding of different ideas and perspectives in both texts	A range, relevant from both texts	Explains clearly how writers' methods are used
13-16	Critical and perceptive/detailed	Detailed understanding of different ideas and perspectives in both texts	A judicious (well-chosen) range from both texts	Analyses how writers' methods are used

AO6: Technical Accuracy. Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.					
	Sentences	Punctuation	Use of Standard English	Spelling	Vocabulary
1-4	Some demarcation, simple range	Some evidence	Occasional, limited control	Accurate basic spelling	Simple
5-8	Attempts a variety, secure and sometimes accurate demarcation	Some control, a range	Some use and control	Mostly accurate, some accuracy of high level words	Varied
2 9-12	A variety, used for effect, mostly accurate demarcation	A range, mostly successful	Consistent, appropriate, secure control of complex grammar	Generally accurate, including complex and irregular words	Sophisticated
13-16	A full range, used for effect, accurate demarcation	Wide range, high level of accuracy	Consistent, appropriate, secure control of complex grammar	Accurate, including ambitious vocabulary	Extensive, ambitious

AO5: 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.

	Register	Purpose	Vocabulary and language devices	Structural features	Use of ideas	
Simple, limited 1-6	Simple awareness of audience	Simple awareness	Simple	No paragraphs, basic organisation	One or two simple but relevant ideas	
7-9	Some success	Attempts to match register to audience	Attempts to match purpose	Some variation of vocabulary, some language devices	Attempts to use structural features, some paragraphing, attempts to use discourse markers	Some linked and relevant ideas
10-12		Some sustained attempt to meet needs of audience	Some sustained attempt to match purpose	Conscious use of vocabulary, some use of linguistic devices	Some use of structural features, some use of paragraphs, some discourse markers	Increasing variety of linked, relevant ideas
13-15	Consistent, clear	Generally matched to audience	Generally matched to purpose	Vocabulary clearly chosen for effect, appropriate use of language devices	Usually coherent paragraphs, a range of discourse markers	Connected ideas, engaging
16-18		Consistently matched to audience	Consistently matched to audience	Increasingly sophisticated vocabulary and phrasing, chosen for effect, a range of successful language devices	Effective, coherent paragraphs, integrated discourse markers	Clear, connected ideas, engaging
19-21	compelling, convincing	Consistently matched to audience	Convincingly matched to purpose	Extensive vocabulary, conscious crafting of linguistic devices	Varied and effective structural features, consistently coherent use of paragraphs, integrated discourse markers	Highly engaging, a range of complex ideas
22-24		Convincing and compelling	Assuredly matched to purpose	Extensive and ambitious vocabulary, sustained crafting of linguistic devices	Varied and inventive use of structural features, fluently linked paragraphs with seamlessly integrated discourse markers	Compelling, incorporating a range of convincing and complex ideas

