



AQA Certificates

English Language

8705/2H

(Specification 8705)

**Paper 2: Source Based Reading and
Directed/Associated Writing (Higher)**

Specimen

<i>Mark Scheme</i>

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Mark Scheme outline
Section A

AO2 Reading

- Read and understand texts, selecting and utilising material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- Develop and sustain interpretations of writers' ideas and perspectives.
- Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Examiners are encouraged to reward any valid interpretations. Answers *might*, however, include some of the examples given for each question.

- 01** Explain and evaluate how the webpage, Text A, is organised and visually presented in order to engage the reader.

(5 marks)

AO2iii Explain and evaluate how writers use structural and presentational features to achieve effects and engage and influence the reader.

Marks are awarded for the appropriate selection of detail and consideration of it.

Award 0 marks for nothing worthy of credit.

Award 1-2 marks for answers which **describe the features accurately** e.g. refer to the use of photographs, the compartmentalising or "blocking" of information, the use of the logo and/or make simple comment on effectiveness e.g. it's clearly set out.

Award 3-5 marks for answers which, possibly in addition to description of features, **explain and evaluate more fully** with reference to likely intended purpose(s) e.g. to inform, to interest and/or of likely intended audience(s) e.g. tourists, people interested in sports, varied ages, varied nationalities.

- 02** What impression is given of Usain Bolt in Text B and how does the writer create this impression?

(6 marks)

AO2iii Explain and evaluate how writers use linguistic and grammatical features to achieve effects and engage and influence the reader.

Marks are awarded for the appropriate selection of detail and consideration of it.

Award 0 marks for nothing worthy of credit.

Award 1-2 marks for answers which rely **primarily on literal detail** about Usain Bolt e.g. arms churning high, he was racing against history, he calls him insane.

Award 3-4 marks for answers which, possibly as well as offering literal detail, offer **some focus on writer's methods** and the impression they create e.g. he compares him with lightening to make him seem very fast; he shows how determined he was to break the record by saying his "face twisted in pain".

Award 5-6 marks for answers which analyse language use (e.g. examine the pun in the headline, consider phrases such as "most venerable") and **explore** the impression created in more depth, possibly touching on the ambiguity in the portrayal.

- 03** "The Olympic and Paralympic Games are all about winning medals."
Find and discuss three pieces of evidence, each taken from a different text, which either support or contradict this viewpoint.

(6 marks)

AO2i Read and understand texts, selecting and utilising material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.

Marks are awarded for appropriate selection and collation of detail and consideration of it.

Award 0 marks for nothing worthy of credit.

Award 1 mark for **appropriate identification** of evidence which supports or contradicts the viewpoint up to a maximum of **3 marks**.

Award 4-6 marks for answers which **discuss the selected evidence** with reference to how they support or contradict the viewpoint. Answers are likely to demonstrate inference and exploration of ideas.

- 04** Using information from at least three texts, explain why the Olympic Games are considered to be of social and/or cultural and/or historical importance. **(10 marks)**

A02i Read and understand texts, selecting and utilising material appropriate to purpose, collating from different sources, and making and explaining connections across texts as appropriate.

A02ii Develop and sustain interpretations of writers' ideas and perspectives.

Marks are awarded for appropriate selection of detail and consideration of it

Award 0 marks for nothing worthy of credit.

Award 1 for appropriate information (linked with historical/social/cultural importance) identified in one text up to a maximum of **4 marks** for appropriate information identified in three texts.

Award 5-7 marks for answers which, **start to use the information to develop a relevant explanation** of social/cultural/historical importance.

Award 8-10 marks for answers which **fully engage with the question, examining and assimilating** the evidence from at least three texts.

Mark Scheme outline
Section B

AO3 Writing

Each task will be assessed on all AO3 bullets:

- Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- Demonstrate control of a range of sentence structures for clarity, purpose and effect.
- Demonstrate technical accuracy in grammatical structures, punctuation and spelling.

- 05** Write the text for a leaflet for people who live in other countries. Your purpose is to advertise the London Olympic and Paralympic Games and explain why your readers might enjoy going to them. Use information from some of the texts in Section A and your own ideas. Do not set out your writing as a leaflet.

(27 marks)

Generic Skills descriptors	Specific content
<p>Band 4 “sophisticated and compelling” 22 – 27 Marks</p> <ul style="list-style-type: none"> • communicates in a sophisticated way, fully engaging readers; discriminating selection of detail; sophisticated adaptation of form for purpose; creative/imaginative vocabulary choices; compelling personal voice. • imaginatively structured with controlled and sophisticated paragraphing. • sophisticated and controlled manipulation of a range of sentence structures, grammatically accurate. • a high level of accuracy in spelling and punctuation; sophisticated punctuation used discerningly. 	<ul style="list-style-type: none"> • demonstrates the ability to integrate a range of complex details in order to advertise and explain. • subtlety of purpose and ability to manipulate readers’ response with full integrated recognition of potential range of readers.
<p>Band 3 “developed and assured” 15 – 21 Marks</p> <ul style="list-style-type: none"> • communicates engagingly, with creative selection of detail and developed ideas; ambitious vocabulary and phrasing; assured adaptation of form for purpose; sustains and manipulates the reader’s response. • assuredly structured with fluent linking of paragraphs to sustain coherence. • assured and ambitious use of a range of sentence structures, grammatically accurate. • spelling is accurate; confidently uses punctuation for effect. 	<ul style="list-style-type: none"> • selectively uses a range of devices to advertise and explain. • anticipates and responds to potential reader response – demonstrates awareness of range of potential readers.

<p>Band 2 “secure and effective” 8 – 14 Marks</p> <ul style="list-style-type: none"> communicates effectively by engaging the audience with relevant selection of detail and successful adaptation of form for purpose; varied vocabulary for effect; discourse markers securely used to navigate readers and support organisation of ideas. events and ideas coherently sequenced through effective paragraphing; clear links formed within and between paragraphs. varied sentence structures to create different effects; grammatically secure and coherent. spelling of commonly used complex words and plurals is accurate; securely uses a range of punctuation. 	<ul style="list-style-type: none"> details and vocabulary are selected and organised to advertise and explain. clear attempt to engage readers from other countries; likely to use persuasive techniques in writing.
<p>Band 1 “some control, some success” 1 – 7 Marks</p> <ul style="list-style-type: none"> communicates to the reader with some success and control; adapts form for purpose; some deliberate selection of vocabulary for effect. ideas are deliberately sequenced with paragraphs marking a shift in focus. varied sentence structures to convey ideas; general grammatical control. some complex words and plurals spelt correctly; uses a range of punctuation with some success. 	<ul style="list-style-type: none"> awareness of need to advertise and explain, with deliberate selection of detail and vocabulary suited to purpose. awareness of readers from other countries may be demonstrated through general content/direct address/specific explanation.
<p>0 marks</p>	<p>Nothing worthy of credit</p>

- 06** Write an article to be placed on a school or college website which is usually read by students, parents and teachers. Your purpose is to inform them about the forthcoming Olympic and Paralympic Games and persuade them that this is a good time to raise the profile of sport in your own school. Use information from some of the texts in Section A and your own ideas.

(27 marks)

Generic Skills descriptors	Specific content
<p>Band 4 “sophisticated and compelling” 22 – 27 Marks</p> <ul style="list-style-type: none"> communicates in a sophisticated way, fully engaging readers; discriminating selection of detail; sophisticated adaptation of form for purpose; creative/imaginative vocabulary choices; compelling personal voice. imaginatively structured with controlled and sophisticated paragraphing. sophisticated and controlled manipulation of a range of sentence structures, grammatically accurate. a high level of accuracy in spelling and punctuation; sophisticated punctuation used discerningly. 	<ul style="list-style-type: none"> demonstrates the ability to integrate a range of complex details in order to inform and persuade. subtlety of purpose and ability to manipulate readers’ response with full integrated recognition of potential range of readers.
<p>Band 3 “developed and assured ” 15 – 21 Marks</p> <ul style="list-style-type: none"> communicates engagingly, with creative selection of detail and developed ideas; ambitious vocabulary and phrasing; assured adaptation of form for purpose; sustains and manipulates the reader’s response. assuredly structured with fluent linking of paragraphs to sustain coherence. assured and ambitious use of a range of sentence structures, grammatically accurate. spelling is accurate; confidently uses punctuation for effect. 	<ul style="list-style-type: none"> selectively uses a range of devices to inform and persuade. anticipates and responds to potential reader response – demonstrates awareness of range of potential readers.
<p>Band 2 “secure and effective” 8 – 14 Marks</p> <ul style="list-style-type: none"> communicates effectively by engaging the audience with relevant selection of detail and successful adaptation of form for purpose; varied vocabulary for effect; discourse markers securely used to navigate readers and support organisation of ideas. events and ideas coherently sequenced through effective paragraphing; clear links formed within and between paragraphs. varied sentence structures to create different effects; grammatically secure and coherent. spelling of commonly used complex words and plurals is accurate; securely uses a range of punctuation. 	<ul style="list-style-type: none"> details and vocabulary are selected and organised to inform and persuade. clear attempt to engage different readers.

<p>Band 1 “some control, some success” 1 – 7 Marks</p> <ul style="list-style-type: none"> communicates to the reader with some success and control; adapts form for purpose; some deliberate selection of vocabulary for effect. ideas are deliberately sequenced with paragraphs marking a shift in focus. varied sentence structures to convey ideas; general grammatical control. some complex words and plurals spelt correctly; uses a range of punctuation with some success. 	<ul style="list-style-type: none"> awareness of need to inform and persuade, with deliberate selection of detail and vocabulary suited to purpose. awareness of different readers may be demonstrated through general content/direct address/specific explanation.
<p>0 marks</p>	<p>Nothing worthy of credit</p>