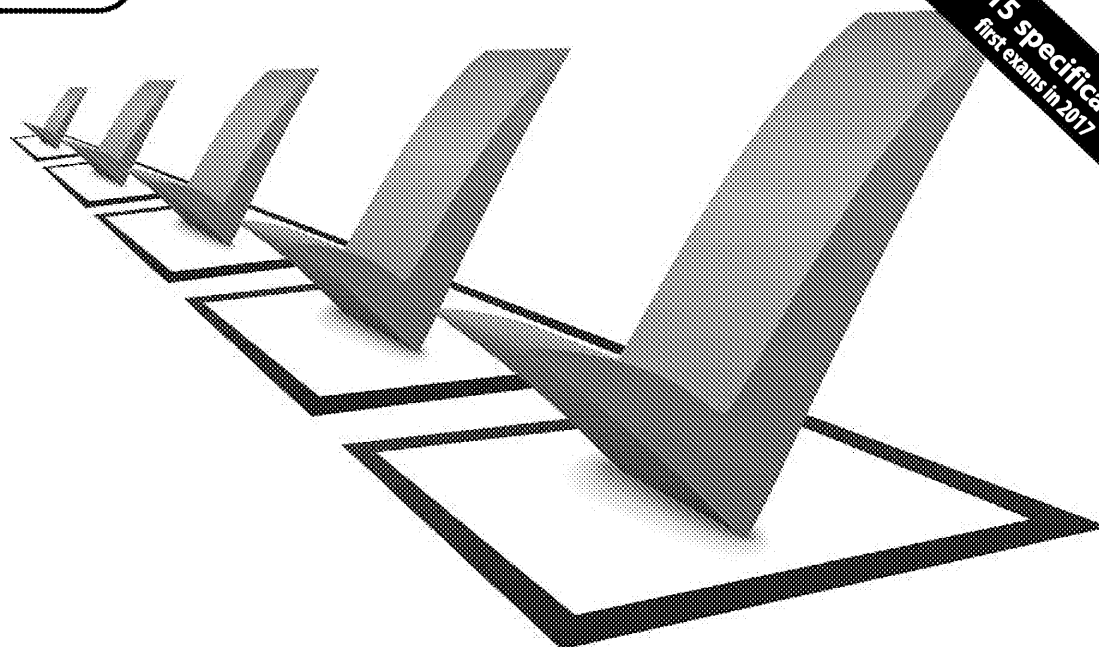


**2015 specification**  
first exams in 2017



# **Practice Papers for GCSE**

## **AQA English Language**

### **Paper 2: Writers' Viewpoints and Perspectives**

**zigzageducation.co.uk**

**POD**  
**6986**

Publish your own work... Write to a brief...  
Register at **[publishmenow.co.uk](http://publishmenow.co.uk)**

# Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity.....	iii
Terms and Conditions of Use .....	iv
Teacher's Introduction .....	1
Required Knowledge and Commentaries for Sample Answers .....	2
<b>Paper 2.1 – 'Lifesavers' – Writers' Viewpoints and Perspectives.....</b>	<b>6</b>
Source A .....	7
Source B .....	8
Question Paper.....	9
Sample Answers, Self-assessment and Target Setting .....	11
Mark Scheme.....	19
<b>Paper 2.2 – 'Women in War' – Writers' Viewpoints and Perspectives .....</b>	<b>26</b>
Source A .....	27
Source B .....	29
Question Paper.....	30
Sample Answers, Self-assessment and Target Setting .....	32
Mark Scheme.....	42
<b>Paper 2.3 – 'Water' – Writers' Viewpoints and Perspectives .....</b>	<b>49</b>
Source A .....	50
Source B .....	51
Question Paper.....	52
Sample Answers, Self-assessment and Target Setting .....	54
Mark Scheme.....	62

## Teacher's Introduction

This resource contains three practice papers for the Paper 2: Writers' Viewpoints and Perspectives exam, part of the AQA English Language 2015 specification. Each practice paper follows the format laid out in the specification and specimen papers provided by AQA.

### Section A: Reading

- Questions 1 to 4: 45 minutes
- Source A and Source B. One source will be from nineteenth century and the twentieth or twenty-first century.
- Question 1: A 4-mark true or false comprehension question focusing on the content of Source A.
- Question 2: An 8-mark comparison and summary question focusing on the views of both sources.
- Question 3: A 12-mark language question focusing on just one source.
- Question 4: A 16-mark comparative question based on an understanding of the content of both sources.

### Section B: Writing

- Question 5: 15 minutes
- Question 6: 40 mark writing question with a statement to respond to in a paragraph.

Paper 2 is a progression from Paper 1. It requires more independent work from students, using their own quotations, and not being provided with smaller focused extracts for questions.

### How to Use

These papers have been created to be used as either class practice, or a mock or revision paper.

Each paper follows a theme to help students use the source in the reading section questions.

Each paper is complimented with a self-assessment mark scheme (including tick boxes) which can be used by teachers to support their own marking of the questions.

Two sample answers have been included in answer to each question. The only exception is Question 1, which requires a true or false short form answer. Below in the Commentaries for Sample Answers are sample marks and commentaries to support these sample answers.

Other additional tasks that could be completed using this resource are:

- Rewriting the answer to achieve top level
- Creating a class on success criteria
- Verbalising what the top level answers feature
- Self-marking
- Peer-marking

### Specification Information

*Paper 2: Writers' Viewpoints and Perspectives* accounts for 50% of the AQA English Language 2015 specification (first teaching 2015). *Paper 1: Explorations in Creative Writing and Textual Analysis* accounts for the remaining 50%.

### Author Details

Miss Philippa Briscoe, PGCE (University of Brighton), BA (Hons) Comparative Literature. Philippa is an experienced English teacher and English Language GCSE examiner.

### Free Updates!

Register your email address to receive any future updates made to this resource or other English resources you have purchased, and details of any promotions for you.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to [zzed.uk/freeupdates](http://zzed.uk/freeupdates)

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Required Knowledge and Commentaries for Sample Answers

The commentaries for sample answers appear after each sample answer in the resource. The commentaries are provided in full for ease of reference.

### Required Knowledge

#### For Question 1

- Students are required to retrieve information from a set part of the source text.
- They need sound comprehension skills to be able to succeed in this question.
- True or false statements are provided as a way of supporting the students' thinking.

#### For Question 2

- Students need to focus on all source material provided with the paper for this question.
- They will need to synthesise from both sources.
- They will need to summarise from both sources.
- Students will need to combine differences and similarities within paragraphs, concluding with the addition of a connecting phrase.

#### For Question 3

- Students need to respond to only one source when thinking about their answer (Source A and Source B so students should be prepared for that).
- They will need to look at both language and structure in the same question.
- They will need to choose their own quotations.
- The chosen source will have a change, or shift, somewhere in the middle of the text. Students will need to comment on this.
- They will need to be able to use appropriate terminology to strengthen their answer.

#### For Question 4

- This requires an extended answer and comparison.
- They need to consider the form and purpose of each source text, and how the writer achieves this.
- The higher-level marks can only be awarded if the student can effectively compare the two sources (inference to analysis to evaluation).

#### For Question 5

- The question will include a statement to act as a stimulus for the writing. This statement will be based on the text covered in the reading section.
- They will also need to be aware of how to write for different form, audience and purpose.
- They will need to be able to organise what they write, and develop it in such a way that it is relevant to the audience.
- They need to be able to write in Standard English.
- The form, audience and purpose in the Paper 2 exam, will always differ from the form, audience and purpose in the Paper 1 exam.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Commentaries for Sample Answers

### Paper 2.1 Lifesavers

#### 2. Student A

**Level 4 – 7/8:** Shows a clear, and sometimes detailed, understanding of the differences in how effective, or impactful, the two sources would be. They recognise why they interpret how audiences may react. There is uneven analysis between Source A and Source B, but it is a level 4 answer overall.

#### Student B

**Level 2 – 3/8:** Shows some awareness of the differences in advice given. They make some comments on the impact on the reader. Lack of evidence, but comment pushed to level 2.

#### 3. Student A

**Level 1 – 3/12:** Simple understanding of language and how it has been used. Focuses on key words, but lacks depth for analysis. Simple terminology.

#### Student B

**Level 4 – 12/12:** Detailed analysis of how and why the writer has made language choices. Chosen quotations. The answer lacks terminology but otherwise has all the elements of a level 4 answer.

#### 4. Student A

**Level 1 – 5/16:** Simple viewpoints. Shows understanding of both texts, but lacks depth in analysis of the impact of the writer's craft.

#### Student B

**Level 3 – 12/16:** Even comparison of both sources, although more quotation than analysis. Explanation of how the writers have presented their viewpoints, and the impact on the reader. Lacks detail needed for Level 4.

#### 5. Answer A

**AO5 – Upper Level 4 (22/24):** Convincing personal account. Structured and clear. Good use of language for form and audience. Makes the reader feel sympathy for the writer and personal experience.

**AO6 – Low Level 4 (14/16):** Sentences marked clearly and consistently. Standard grammar. A wider variety of sentences and conjunctions could have been included to reach Level 4.

#### Answer B

**AO5 – Upper Level 3 (17/24):** Clear and believable. Engaging writing with good use of linguistic devices. Lacks depth to be a Level 4 answer.

**AO6 – Low Level 4 (14/16):** Sentences marked clearly and consistently. Standard grammar. A wider variety of sentences and conjunctions could have been included to reach Level 4.

INSPECTION COPY

COPYRIGHT  
PROTECTED



Paper 2.2 – Women in War

2. Student A

**Level 4 – 8/8:** Balanced, perceptive summaries. Subtle inferences. Well-chosen quotations. Well-structured answer.

Student B

**Level 3 – 5/8:** Clear and relevant summary. Uneven between the sources. Some relevant quotations. Some subject terminology.

3. Student A

**Level 1 – 4/12:** Attempts at commenting on what makes the language effective. Some relevant quotations. Some subject terminology.

Student B

**Level 3 – 9/12:** Clear and relevant explanation of how the writer has made the language effective. Relevant quotations and appropriate subject terminology. First paragraph moves consistently enough to move the answer into that level.

4. Student A

**Level 3 – 10/16:** Relevant comments on both sources. Lack of clarity in the student's understanding is conveyed. Uneven quality of explanation between the two sources.

Student B

**Level 1 – 4/16:** Attempts at comparison. Even discussion of both sources. Lack of clarity in the student's understanding is conveyed. Uneven quality of explanation between the two sources.

5. Answer A

**AO5 Lower Level 4 – 20/24:** Convincing writing. Well-structured. Emotive and relevant content and ideas.

**AO6 Level 4 – 13/16:** Sentences consistently and accurately marked. Standard grammar.

Answer B

**AO5 Lower Level 3 – 15/24:** Clearly written to match the purpose, form and vocabulary. Sustained tone. Well-structured.

**AO6 Level 4 – 13/16:** Sentences consistently and accurately marked. Standard grammar.

COPYRIGHT  
PROTECTED



**Paper 2.3 – Water**

2. Student A

**Level 3 – 6/8:** Clear and relevant explanation of how the writers have made water. Some perceptive ideas, but not enough to move into Level 4. Relevant

Student B

**Level 2 – 3/8:** Simple comments on the sources. There are attempts at summarising and paraphrasing. There are attempts at inference.

3. Student A

**Level 2 – 4/12:** Attempts to comment on language but not always successful. More than inferring.

Student B

**Level 4 – 10/12:** Explanation of how and why the writer has made the language choices. Good understanding of James and Ben's relationship at that time.

4. Student A

**Level 4 – 16/16:** Comparison of ideas and viewpoints, evenly balanced between the two. The ideas have been presented. Well-chosen range of examples to support the comparison.

Student B

**Level 2 – 5/12:** Attempts at comparison of the language but points are severely limited. Highlighted differences, but again without evidence suitable reward.

5. Answer A

**AO5 – Lower Level 3 (13/24):** Clear sentences that match purpose, form and content. More of a rant than an argument. It is a range of connected ideas, but lacks a sense of direction.

**AO6 – Level 4 (11/16):** Well written, but lacks the conscious crafting needed for Level 4.

Answer B

**AO5 – Lower Level 4 (20/24):** Convincing argument. Well crafted. Matches purpose and form. Developed content.

**AO6 – Level 4 (16/16)**

**COPYRIGHT  
PROTECTED**



# ZigZag Practice Exam Papers

Supporting GCSE AQA Engl

## English Language

### Paper 2: Writers' Viewpoints and Perspectives

#### Practice Paper 2.1: 'Lifesavers'

Name

#### Time allowed

1 hour 45 minutes

#### Instructions

Answer **all** of the questions.

#### Information

The total number of marks available for this paper is **80**.

**40** marks are available in **Section A** and **40** in **Section B**.

The number of marks available for each question is shown in brackets.

**Section A** assesses the quality of your **reading**.

**Section B** assesses the quality of your **writing**.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





The poster was created by St John Ambulance and can be downloaded from their website.

**St John**  
Ambulance



## FIVE WAYS YOU SAVE YOUR BABY

### WHAT TO DO IF YOUR BABY IS CHOKING

**1. Check their mouth**



**2. Slap it out**

- > Lay your baby face down on your thigh.
- > Give five blows between their shoulder blades.



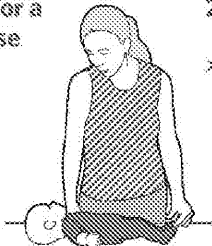
**3. Squeeze it out**

- > Using two fingers, give five chest thrusts.
- > Check the mouth. If the obstruction hasn't cleared, call for an ambulance.

### WHAT TO DO IF YOUR BABY IS UNCONSCIOUS

**1. Check for a response**

- > Tap their foot and call their name.



**2. Open their airway**

- > Gently tilt the head back.



**3. Check for breathing**



### WHAT TO DO IF YOUR BABY HAS STOPPED BREATHING

If your baby is unconscious and they are not breathing, follow these steps to perform CPR.

**1. Call for an ambulance**

**2. Breathe**

- > Put your lips around their mouth and nose and blow steadily for up to one second.
- > Give five initial rescue breaths.



**3. Pump**

- > Using two fingers in the centre of the chest, give 30 chest compressions at a rate of 100-120 per minute.



### WHAT TO DO IF YOUR BABY HAS A SEIZURE (FIT)

Make it safe

**1. Clear objects that may cause injury**

**2. Don't try to restrain them**

- > Put nothing in their mouth.

**3. Cool their head**

- > Take away anything that may be covering a layer of clothing.

**4. Call for an ambulance**

- > When seizure has stopped, place them in the recovery position while you wait.

### HOW TO HOLD A BABY IN THE RECOVERY POSITION

**1. Cradle them in your arms, with their head tilted downwards**



**2. Call for an ambulance**

**3. Monitor their breathing, pulse and level of response**

More life saving techniques and videos can be found on our website.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Source B

### Notes on nursing: what it is, and what it is not

This extract is taken from the conclusion of the work written by Florence Nightingale in 1859.

#### *Children: their greater susceptibility to the same things*

1 To revert to children. They are much more  
2 susceptible than grown people to all noxious  
3 influences. They are affected by the same things, but  
4 much more quickly and seriously, viz., by want of  
5 fresh air, of proper warmth, want of cleanliness in  
6 house, clothes, bedding, or body, by disturbing noises,  
7 improper food, or want of regularity, or dullness  
8 and by want of rest, by too much or too little  
9 covering in bed, when up, by want of spirit of  
10 management generally in those in charge of them.  
11 One can, therefore, only press the importance, as  
12 being yet greater in the case of children, greatest in  
13 the case of sick children, of attending to these things.

14 That which, however, above all, is known to injure  
15 children seriously is foul air, and most seriously at  
16 night. Keeping the rooms where they sleep tight  
17 shut up, is destruction to them. And, if the child's  
18 breathing be disordered by disease, a few hours only  
19 of such foul air may endanger its life, even where no  
20 inconvenience is felt by grown-up persons in the  
21 same room.

22 The following passages, taken out of an excellent  
23 'Lecture on Sudden Death in Infancy and  
24 Childhood,' just published, show the vital  
25 importance of careful nursing of children. 'In the  
26 great majority of instances, when death suddenly  
27 befalls the infant or young child, it is an accident; it  
28 is not a necessary, inevitable result of any disease  
29 from which it is suffering.

30 It may be here added that it is not necessary  
31 to know how often it happens, necessary, inevitable  
32 the word 'sudden;' it is comparatively rare  
33 comparatively rare, but it is almost equally true  
34 The following causes of sudden death in  
35 children are enumerated: – a rapid change in  
36 the surface, though it is a rapid change  
37 awakening from sleep, or a full meal' – 'a  
38 over-full meal' – 'a full meal' – 'a full meal' –  
39 nervous system – a full meal' – 'a full meal' –  
40 in short, any cause of sudden death in  
41 respiratory process.

42 It may again be added that it is not necessary  
43 patients, these causes are fatal,' it is true, but  
44 generally known, it is not a necessary, inevitable  
45 Both for children and for adults, it is not a necessary,  
46 well (although more so for children than in adults)  
47 the most frequent cause of sudden death in  
48 sleeping, for even in the most healthy state, in four  
49 and months, in four months, it is not a necessary,  
50 than any other cause of sudden death in  
51 process, and tends to be a disease.

52 I need hardly repeat that it is not necessary  
53 confusion of ideas in the mind of a patient  
54 may chill a patient's mind, and you may give him fresh air  
55 air at all. And you may give him fresh air  
56 give him fresh air  
57 test of a good nurse.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Practice Paper 2.1: 'Lifesavers'

### Section A: Reading

Answer **all questions** in this section.  
You are advised to spend about **45 minutes** on this section.

1. Read Source A again.

Put a tick in the box next to four statements that are true.

Remember to:

- Tick the boxes of true statements.
- Tick no more than four boxes.

If a baby is choking you should check their mouth for anything that could be in their airway.

If a baby is choking you should smack them on their front to try and move the object out.

If a baby is having a seizure you should clear away objects that might hurt them and let them move around.

If a baby is unconscious you should slap them until they wake up.

If a baby is unconscious you should tap their foot and call their name to try and get them to respond to you.

If you are on your own and need to give CPR to a baby, you should call an ambulance before you do anything else.

When you are holding a baby in the recovery position you should cradle their head with their head tilted downwards.

When you are holding a baby in the recovery position, you don't need to call an ambulance anymore.

2. There is different advice given in Source A and Source B about how to care for a baby who is unconscious.  
Summarise the difference in the advice given.

You should include details from both Source A and Source B in your answer.

Remember to:

- Summarise the key points.
- Refer to both Source A and Source B.

3. You should only include details from Source B in your answer.

Write about how the extract uses language to advise the reader about caring for a baby who is unconscious.

Remember to:

- Write about how language is used.
- Give examples from the text.

4. To answer this question, you need to include details from the whole of Source A and Source B.

Write a comparison of how the two writers use language to give advice on caring for a baby who is unconscious.

Remember to:

- Compare the ideas given in the two sources.
- Compare the techniques the writers use.
- Use evidence to support your points from Source A and Source B.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Section B: Writing

You should work on this section for **45 minutes**

Your answer should be written in full sentences

You should plan your answer and leave enough time to check it before

5. 'Babies today are wrapped up in cotton wool. How are they supposed to survive if they are over-protected?'

Write a newspaper article for a broadsheet paper where you explain whether you agree with the statement.

[4 marks] for the content

[16 marks]



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Sample Answers, Self-assessment and

## Task

- Mark each sample answer below against the self-assessment mark scheme.
- What level has each achieved and why?
- Set yourself a target for your own work based on what you have learnt from

## Questions 1 and 2: Sample Answers

- Read Source A again.

Put a tick in the box next to four statements that are true.

Due to the nature of this question, no sample answers are included. Please see details.

- There is more helpful advice given in Source A and Source B about how to care for different children than the advice given.

### Student A

Source A is written in a clear and helpful style. It has been written with the audience and purpose in mind. It gives helpful tips about what to do in an emergency. The easy-to-read bullet points mean that the reader can find what they need easily and could turn to it in an emergency situation if they needed to. It focuses on saving lives rather than 'choking' or 'unconscious', rather than everyday care.

Source B is written for nurses. It portrays children and babies as weak and affected by things that are not their fault. The advice in Source B is common sense, but that may be a reflection of the fact that a modern reader would not find this helpful advice for looking after their baby as they would already know this.

Source A is much more helpful to a modern reader as it helps them prepare for an emergency situation. Source B is more about keeping their baby warm which is taught to them in Source B.

### Student B

Source B is not very easy to read. The language makes the advice hard to understand. It is very useful if you were looking for information if your baby was sick. The language is old-fashioned. In the past, most books were written in this style of language with long sentences. So perhaps people at the time it was written would find it easy to understand. Source A is much easier to read and better at giving advice. The tips are clear and easy to follow in an emergency and are laid out clearly so you can get the information you need without having to look too hard. This makes it better for a modern reader as it is more likely to help someone in a

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Question 2: Sample Answers with Commentaries

2. There is different advice given in Source A and Source B about how to care for a baby. Discuss the difference in the advice given.

### Student A

Source A is written in a clear and helpful style. It has been written with the audience and purpose in mind. It gives helpful tips about what to do in an emergency. The easy-to-read bullet points mean that the reader can find what they need easily and could turn to it in an emergency situation if they needed to. It focuses on saving the baby from 'choking' or 'unconscious', rather than everyday care.

Source B is written for nurses. It portrays children and babies as weak and affected by things that are not getting enough 'fresh air'. The advice in Source B is more in a sense, but that may be a reflection of the fact that a reader would not find this helpful advice for looking after their baby as they would already know this.

Source A is much more useful to a modern reader as it helps them prepare for an emergency situation. Source B is more of a historical document which is taught to them in Source B.

**Level 4 – 7/8:** Shows a clear, and sometimes detailed, understanding of the differences between the two sources. They recognise why the advice given in each source may be effective, or impactful, and how effective, or impactful, the two sources would be. They recognise why the advice given in each source may be interpreted how audiences may react. There is uneven analysis between Source A and Source B, but it is a level 4 answer overall.

### Student B

Source B is not very easy to read. The language makes the advice hard to understand. It is very useful if you were looking for information if your baby was sick. It is written most books were written in this style of language with long sentences and so perhaps people at the time it was written would find it easy to understand. Source A is much easier to read and better at giving advice. The tips are clear and in an emergency and are laid out clearly so you can get to the information you need without looking too hard. This makes it better because it is more likely to help someone in an emergency.

**Level 2 – 3/8:** Shows some awareness of the differences in advice given. There are some comments on the impact on the reader. Lack of evidence, but comment pushes the answer towards level 3.

**COPYRIGHT  
PROTECTED**



### Question 3: Sample Answers

3. You should only include details from Source B in your answer.

Write about how the extract uses language to advise the reader about caring

#### Student A

The writer uses adjectives like 'foul' and 'chilled' to show how bad the air that makes children sick. The writer also shows how weak babies are: 'by want of fresh air, of proper warmth, want of cleanliness in houses, want of proper noises, improper food, or want of punctuality, or dullness and by want of light, by too much or too little of it, or want of spirit of management generally in those in charge of them'.

#### Student B

The subheading that opens 'The Child' given in Source B gives an indication about children: 'Children have a great susceptibility to the same things.' That children are 'weak' and cannot cope with the world the same way that adults can. 'They are affected by the same things, but much more quickly and seriously.' The writer then goes on to list the various things that may affect children. Everyday things such as 'startling noises' creates the impression that children are very sensitive to everyday things. It would create a sense of worry or panic in the reader. This panic is also represented in the repeated reference to air. The negative things that describe the type of air that could 'endanger' life. 'Accidental' death in the text, also be caused by 'a rude awakening from sleep'.

This source creates the impression that children and babies are susceptible to everything. Parents and nurses need to take extreme care of the environment the child is in. The 'question' is whether they can give a child 'fresh air without chilling him'. The requirements for caring for a child are quite simple, and involve the common sense of a parent. The temperature of a room.

INSPECTION COPY

COPYRIGHT  
PROTECTED



**Question 3: Sample Answers with Commentaries**

3. You should only include details from Source B in your answer.

Write about how the extract uses language to advise the reader about caring for children.

**Student A**

The writer uses adjectives like 'foul' and 'chilled' to show how bad the air that makes children sick. The writer also shows how weak babies are: 'by want of fresh air, of proper warmth, want of cleanliness in houses, want of quietness, want of proper noises, improper food, or want of punctuality, or dullness and by want of light, by too much or too little of it, or want of spirit of management generally in those in charge of them'.

**Level 1 – 3/12:** Simple understanding of language and how it has been used. The answer focuses on key words/phrases for analysis. Lacks appropriate terminology.

**Student B**

The subheading 'The danger to children' in the extract given in Source B gives an indication about the writer's concern: 'children: their great susceptibility to the same things.' That children are weak and cannot cope with the world the same way that adults can. 'They are affected by the same things, but much more quickly and seriously.' The writer then goes on to list the various things that may affect children. 'startling noises' creates the impression that children are easily startled by everyday things. It would create a sense of worry or panic in the reader. This panic is also represented in the repeated reference to air. The negative descriptions of the type of air that could 'endanger' life. 'Accidental' death in the text, also be caused by 'a rude awakening from sleep'.

This source creates the impression that children and babies are susceptible to illness. Parents and nurses need to take extreme care of the environment the child is in. The 'danger to children' is whether they can give a child 'fresh air without chilling him'. The requirements for caring for a child are quite simple, and involve the common sense of maintaining a comfortable temperature of a room.

**Level 4 – 10/12:** Detailed analysis of how and why the writer has made language choices. The answer lacks terminology but otherwise has all the points.

**COPYRIGHT  
PROTECTED**





### Question 4: Sample Answers

4. To answer this question, you need to include details from the whole of Source A and Source B. Write a comparison of how the two writers put across different ideas for caring for babies.

#### Student A

Both sources talk about how to care for babies. Source A is a poster for mums and dads to tell them how to care for babies. Source B is for nursing students in Florence Nightingale's time.

Source A is good because it makes the reader want to read it. It is clear with numbers and bullet points so it isn't much there so I might as well read it.

Source B on the other hand has long sentences and paragraphs. It lists lots of things and can be a bit long. It is like babies are going to be damaged by something. When we read it more closely though it is about babies getting cold and sleeping in bad air. It thinks that bad air is the worst thing that can happen to a baby. I think Source A is the more effective of the two.

#### Student B

Both sources show the importance of caring for babies properly. Source A is called 'How to Save Your Baby's Life' whereas Source B is called 'Children: Their Care and What to Do in Some Things.' The titles both show the reader what to expect from the sources. Source A from St John Ambulance has a much more practical approach to helping people than Source B. Florence Nightingale does in Source B. The poster is laid out in clear, step-by-step sections so that they give advice on what to do in five different emergency situations. This makes it an effective poster. They have clearly thought about the needs of the poster and given it to them.

'Notes on Nursing' that the extract in Source B is taken from, is clear and easy to read. It shows how to care for children, rather than someone who is already a parent and has made syntactical choices that unnecessarily lengthen the points she makes. Because it reflects the style of the time the source was written, it makes it more effective.

Both sources portray children as needing care. Source A gives advice for 'choking' or 'what to do if your baby is unconscious.' Whereas Source B gives advice on things like 'cleanliness in house' and 'improper food'.

**COPYRIGHT  
PROTECTED**



**Question 4: Sample Answers with Commentaries**

4. To answer this question, you need to include details from the whole of Source A and Source B. Write a comparison of how the two writers put across different ideas for caring for babies.

**Student A**

Both sources talk about how to care for babies. Source A is a poster for mums and dads to tell them how to care for babies. Source B is for nursing students in Florence Nightingale's time.

Source A is good because it makes the reader want to read it. It is clear with numbers and bullet points so it isn't much there so I might as well read it.

Source B on the other hand has long sentences and paragraphs. It lists lots of things and can be a bit long. It is like babies are going to be damaged by something. When we read it more closely though it is about babies getting cold and sleeping in bad air. It thinks that bad air is the worst thing that can happen to a baby. I think Source A is the more effective of the two.

**Level 1 – 7/16:** Simple viewpoints. Shows understanding of both texts, but no explanation of the impact of the writer's craft.

**Student B**

Both sources show the importance of caring for babies properly. Source A is called 'How to Save Your Baby's Life' whereas Source B is called 'Children: Their Care and What to Do for Them'. The titles both show the reader what to expect from the sources. Source A is a poster from St John Ambulance has a much more practical approach to helping people. Source B is what Florence Nightingale does in Source B. The poster is laid out in clear, step-by-step instructions. It takes into consideration the most important things that people need to know. It is divided into sections so that they give advice on what to do in five different emergency situations. This makes it an effective poster. They have clearly thought about what a poster needs and given it to them.

'Notes on Nursing' that the extract in Source B is taken from, is clear and easy to read. It shows how to care for children, rather than someone who is already a parent and has made syntactical choices that unnecessarily lengthen the points she makes. It reflects the style of the time the source was written, it makes it more authoritative and gives advice.

Both sources portray children as needing care. Source A gives advice for 'choking' or 'what to do if your baby is unconscious'. Whereas Source B gives advice for 'cleanliness in houses' and 'proper food'.

**Level 3 – 12/16:** Even comparison of both sources, although more quotation than explanation. Explanation of how the writers have presented their viewpoints, and the impact of their language. Detail from both sources used.

**COPYRIGHT  
PROTECTED**



### Question 5: Sample Answers

5. 'Babies today are wrapped up in cotton wool. How are they supposed to survive if they are over-protected?'

Write a newspaper article for a broadsheet paper where you explain whether you agree with the statement.

#### Planning

Purpose: To argue. Agree.

Form: Formal article. Persuasive Language. AFOREST.

Audience: Adults. Middle Class. Educated.

- Being a good parent harming the children?
- Allergic to everything
- Not resilient
- Over-protected = scared
- Can't handle things, can't run away to find adventure and not be able to cope

#### Answer A

I'm allergic to everything and it's my Mum's fault.

I love her for wanting to keep me safe. She has never wanted the world to hurt me but it does. I can't go to being outside. Oh, and I'm allergic to peanuts.

Dust. We didn't discover this was a problem until we went on our first holiday. I was two at the time and I was nervous. She hadn't wanted to take us into a situation she couldn't control but my Dad persuaded her. The first night it was, but on the morning of day two my eyes were puffy and mum was panicked. My body couldn't handle the dust mites in the carpet. My body had never seen them before, at home. Pollen. Gardens are dangerous places for lots of reasons, but for me grass is the most dangerous. I can't play football, or even just lounge around with my friends reading magazines and taking sunbaths. Mum helps with the problem but it doesn't stop it. My poor delicate body can't cope.

I try not to blame my Mum as all she wanted to do was keep me safe. But hiding me away from the world doesn't help. I don't know if I will be able to cope with leaving home and going to university. New dust mites, pollen, and housemates that don't care about keeping peanuts away from me.

I wish I saw the world as an exciting place, but it isn't. It is a place that is out to get me. Perhaps if I had done housework or I had eaten mud as a child things would have been different?

#### Answer B

Why are parents so obsessed with protecting their children? To protect children from the world. Parents say that they are protecting their children having to go through the world. But when they are old enough as a child. OK, I see the idea there is a good one. But it's not reality. Children can't live at home in their safe bubble forever. Sheltered. Scared. Keeping children safe makes them weaker. They are scared of scraps, getting bad news. They are pathetic. They are anxious. They are weak. They are a society.

By obsessing over protecting your children you are not helping them. You are making them weaker. You can help them by letting them eat mud and worms. You can help them learn how to ride their bikes, even if they fall off.

COPYRIGHT  
PROTECTED



5. 'Babies today are wrapped up in cotton wool. How are they supposed to survive over-protected?'

Write a newspaper article for a broadsheet paper where you explain whether the statement is true or false.

### Answer A

I'm allergic to everything and it's my Mum's fault.

I love her for wanting to keep me safe. She has never wanted the world to hurt me but it does. I'm allergic to being outside. Oh, and I'm allergic to peanuts.

Dust. We didn't discover this was a problem until we went on our first holiday. I was two at the time and I was nervous. She hadn't wanted to take us into a situation where I couldn't control but my Dad persuaded her. The first night it was, but on the morning of the second day my eyes were puffy and mum was panicked. My body couldn't handle the dust mites in the carpet. My body had never seen them before, at least not the pollen. Pollen. Pollens are dangerous places for lots of reasons, but for me grass is the most dangerous. I can't play football, or even just lounge around with my friends reading magazines and taking selfies. My Mum helps with the problem but it doesn't stop it. My poor delicate body can't cope.

I try not to blame my Mum as all she wanted to do was keep me safe. But hiding me away from the world doesn't help. I don't know if I will be able to cope with leaving home and going to university. New dust mites, new pollens, and housemates that don't care about keeping peanuts away from me.

I wish I saw the world as an exciting place, but it isn't. It is a place that is out to get me. Perhaps if I had done the housework or I had eaten mud as a child things would have been different?

**AO5 – Upper Level 4 (22/24):** Convincing personal account. Structured and clear. Good use of form and audience. Makes the reader feel sympathy for the writer and personal experience.

**AO6 – Low Level 4 (14/16):** Sentences marked clearly and consistently. Standard grammar. A wider variety of sentences and conjunctions could have been included to reach Level 4.

### Answer B

Why are parents so obsessed with trying to protect children from the world? Parents say that they want to stop their children having to go through the same experiences they went through as a child. OK, I see the idea there is to 'prepare' children for reality. Children can't live at home in their safe bubble forever. Sheltered. Safe. Scared. Keeping children safe makes them weaker. They don't get scraps, getting bad news. They are not resilient. They are anxious. They are not part of society.

By obsessing over protecting your children you are not helping them. You are making them weaker. You can help them by letting them eat mud and worms. You can teach them how to fix their bikes, even if they fall off.

**AO5 – Upper Level 3 (17/24):** Clear and believable. Engaging writing with some use of linguistic devices. Lacks depth to be a Level 4 answer.

**AO6 – Low Level 4 (14/16):** Sentences marked clearly and consistently. Standard grammar. A wider variety of sentences and conjunctions could have been included to reach Level 4.

**COPYRIGHT  
PROTECTED**



## Mark Scheme

### 1. Read Source A again.

Put a tick in the box next to four statements that are true.

You will get one mark for each correct 'true' statement that you identify.

Assessment Objective being tested: AO1 – LITERAL comprehension and INFERENCE

If a baby is choking you should check their mouth for anything that could be in their airway.
If a baby is choking you should smack them on their front to try and move the object out.
If a baby is having a seizure you should clear away objects that might hurt them and move them to the floor.
If a baby is unconscious you should slap them until they wake up.
If a baby is unconscious you should tap their foot and call their name to try and get them to respond to you.
If you are on your own and need to give CPR to a baby, you should call an ambulance before you do anything else.
When you are holding a baby in the recovery position you should cradle their head with their head tilted downwards.
When you are holding a baby in the recovery position, you don't need to call an ambulance anymore.

For all the remaining questions on the paper you do not get a mark for each point. You get marks based on your answer as a whole.

The examiner will read your answer and decide which level descriptors best suit what you have written.

INSPECTION COPY



INSPECTION COPY

COPYRIGHT  
PROTECTED



2. There is different advice given in Source A and Source B about how to care difference in the advice given.

You should include details from both Source A and Source B in your answer

Remember to:

- Summarise the key points.
- Refer to both Source A and Source B.

Assessment Objective being tested: AO1 – LITERAL comprehension and INFERRING details and USING them as EVIDENCE to support your points.

Level	Key Level Descriptors Answers will show
<b>Level 4 – Evaluate</b> 'Perceptive' 'Summary' <b>7–8 marks</b>	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> Subtle (not obvious or 'surface level') inferences <input type="checkbox"/> How the writers create different effects/portray <input type="checkbox"/> Relevant, well-chosen, and well-used quotations to support answering the question To move into this level, the answer must have at least secure Level 3.
<b>Level 3 – Analyse</b> 'Clear' 'Relevant summary' <b>5–6 marks</b>	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> How the writers have made suggestions through information from both sources) <input type="checkbox"/> Clear inferences <input type="checkbox"/> How the writers create different effects/portray <input type="checkbox"/> Relevant quotations to support answering the question as focused as in a Level 4 answer To move into this level, the answer must have at least secure Level 2.
<b>Level 2 – Comment</b> 'Some' 'Attempts at summary' <b>3–4 marks</b>	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> Attempts at commenting on how the writers have used the language used (inferring information from both sources) <input type="checkbox"/> Attempts at inferring <input type="checkbox"/> Some differences between the sources or different portray <input type="checkbox"/> Some relevant quotations, some may not be used to support answering the questions To move into this level, the answer must have at least secure Level 1.
<b>Level 1 – Simple Comment</b> 'Simple' 'Limited summary' <b>1–2 marks</b>	<input type="checkbox"/> Simple comments on the sources <input type="checkbox"/> Paraphrasing the source rather than inferring <input type="checkbox"/> Simple statements showing the differences between the sources A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> <b>No marks</b>	<input type="checkbox"/> Nothing to do with differences between the sources <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED



3. You should only include details from Source B in your answer.

Write about how the extract uses language to advise the reader about caring for the elderly.

Remember to:

- Write about how language is used.
- Give examples from the text.

Assessment Objective being tested: AO2 – EXPLAIN, COMMENT ON and ANALYSE the writer's use of LANGUAGE to achieve effects and influence the reader, using subject terminology.

Level	Key Level Descriptors Answers will show
<b>Level 4 – Analyse</b> 'Perceptive' 'Detailed' <b>10–12 marks</b>	<input type="checkbox"/> How and why the writer has made those language choices effective <input type="checkbox"/> Relevant, well-chosen, and well-used quotations <input type="checkbox"/> Sophisticated and correct terminology To move into this level, the answer must have at least secured Level 3.
<b>Level 3 – Explain</b> 'Clear' 'Relevant' <b>7–9 marks</b>	<input type="checkbox"/> How the writer has made the language effective <input type="checkbox"/> Relevant quotations, although they may not focus on key words or words <input type="checkbox"/> Accurate subject terminology To move into this level, the answer must have at least secured Level 2.
<b>Level 2 – Comment</b> 'Some' <b>4–6 marks</b>	<input type="checkbox"/> Attempts at commenting on what makes the language effective <input type="checkbox"/> Some relevant quotations, some may not be used accurately <input type="checkbox"/> Some subject terminology, not always used accurately To move into this level, the answer must have at least secured Level 1.
<b>Level 1 – Simple Comment</b> 'Simple' 'Limited' <b>1–3 marks</b>	<input type="checkbox"/> Simple understanding of language, but will not explain <input type="checkbox"/> Very simple comments on what makes the language effective <input type="checkbox"/> Simple references, or quotations <input type="checkbox"/> Simple subject terminology A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> <b>No marks</b>	<input type="checkbox"/> Nothing relating to language <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED





4. To answer this question, you need to include details from the whole of So

Write a comparison of how the two writers use language to give advice on

Remember to:

- Compare the ideas given in the two sources.
- Compare the techniques the writers use.
- Use evidence to support your points from Source A and Source B.

Assessment Objective being tested: AO3 – COMPARE the ideas or viewpoints  
viewpoints are presented.

Level	Level Descriptor Answers will show:
<b>Level 4</b>  'Perceptive' <b>13–16 marks</b>	<ul style="list-style-type: none"> <li>Comparison of ideas or viewpoints presented in BOTH sources</li> <li>Analysis of how the writers have created/presented their arguments in BOTH sources</li> <li>Analysis of why the writers have chosen the methods they have used</li> <li>Relevant, well-chosen, and well-used range of examples from BOTH sources</li> <li>Detailed answer, including the differences between the ideas or viewpoints being shown in BOTH sources</li> </ul> To move into this level, the answer must have at least secured secure Level 3.
<b>Level 3</b> 'Clear' 'Relevant' <b>9–12 marks</b>	<ul style="list-style-type: none"> <li>Comparison of ideas or viewpoints presented in BOTH sources</li> <li>Explanation of how the writers have created/presented their arguments in BOTH sources</li> <li>Relevant range of examples from BOTH sources</li> <li>Clear answer, including the differences between the ideas or viewpoints shown in BOTH sources, but lacks the level of detail required for Level 4</li> </ul> To move into this level, the answer must have at least secured secure Level 2.
<b>Level 2</b> 'Some' 'Attempts' <b>5–8 marks</b>	<ul style="list-style-type: none"> <li>Attempts at the comparison of ideas or viewpoints presented in BOTH sources</li> <li>Comments on how the writers have created/presented their arguments in BOTH sources</li> <li>Some relevant range of examples from BOTH sources, but not all relevant (or examples only come from one source)</li> <li>Some differences between the ideas or viewpoints shown in BOTH sources, but lacks the level of clarity required for Level 3</li> </ul> To move into this level, the answer must have at least secured secure Level 1.
<b>Level 1</b> 'Simple' 'Limited' <b>1–4 marks</b>	<ul style="list-style-type: none"> <li>Simple comparison (or cross-referencing) of ideas or viewpoints presented in BOTH sources</li> <li>Simple listing/noting of what the writers have done to create their arguments in BOTH sources</li> <li>Simple examples, not always relevant (or examples only come from one source)</li> </ul> A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b>  No marks	<ul style="list-style-type: none"> <li>Nothing offered about the differences between the ideas or viewpoints</li> <li>Nothing at all!</li> </ul>

COPYRIGHT  
PROTECTED







5. 'Babies today are wrapped up in cotton wool. How are they supposed to survive if they are over-protected?'

Write a newspaper article for a broadsheet paper where you explain what you think about this statement.

[24 marks] for the creativity  
[16 marks] for the structure



Assessment Objectives being tested:

- AO5 How well you write and structure your answer.
- AO6 How accurately you write your answer (separate grid underneath)

Level		Key Level Description Answers Will Show
		<b>Creativity</b>
 <b>Level 4</b> <b>19–24 marks</b> <b>Creativity</b> 'Convincing' 'Compelling' <b>Structure</b> 'Structured' 'Developed' 'Complex and varied'	<b>Upper Level 4</b> <b>22–24 marks</b>	<input type="checkbox"/> Convincing and compelling writing throughout <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Manipulates the reader (to feel certain emotions, believe certain things etc.) <input type="checkbox"/> Techniques are used subtly to create effects <input type="checkbox"/> Ambitious and extensive vocabulary <input type="checkbox"/> Well-crafted linguistic devices throughout To move into this level, the answer must have at least one tick box checked and a secure lower Level 4.
	<b>Lower Level 4</b> <b>19–21 marks</b>	<input type="checkbox"/> Convincing writing <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Ambitious vocabulary <input type="checkbox"/> Well-crafted linguistic devices throughout To move into this level, the answer must have at least one tick box checked and a secure upper Level 3.
<b>Level 3</b> <b>13–18 marks</b> <b>Creativity</b> 'Clear' 'Consistent'  <b>Structure</b> 'Engaging' 'Connected'	<b>Lower Level 3</b> <b>16–18 marks</b>	<input type="checkbox"/> Clearly written and believable <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Sophisticated vocabulary <input type="checkbox"/> Appropriate linguistic devices To move into this level, the answer must have at least one tick box checked and a secure lower Level 3.

COPYRIGHT  
PROTECTED



Level		Key Level Descriptors Answers
		Creativity
<b>Level 3</b> <b>13–18 marks</b> <b>Creativity</b> ‘Clear’ ‘Consistent’ <b>Structure</b> ‘Engaging’ ‘Connected’	<b>Lower Level 3</b> <b>13–15 marks</b>	<input type="checkbox"/> Clearly written answers <input type="checkbox"/> Matches the purpose, form and audience <input type="checkbox"/> Appropriate vocabulary and linguistic devices To move into this level, the answer must have at least one tick box checked and secure upper Level 2.
 <b>Level 2</b> <b>7–12 marks</b> <b>Creativity</b> ‘Some success’ <b>Structure</b> ‘Linked and paragraphed’	<b>Upper Level 2</b> <b>10–12 marks</b>	<input type="checkbox"/> Writing that mostly makes sense <input type="checkbox"/> Attempts to match the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Some variety in vocabulary and some linguistic devices To move into this level, the answer must have at least one tick box checked and secure lower Level 2.
	<b>Lower Level 2</b> <b>7–9 marks</b>	<input type="checkbox"/> Writing that sometimes makes sense <input type="checkbox"/> Attempts to match the purpose, form and audience <input type="checkbox"/> Attempts to use tone, style and register for this purpose <input type="checkbox"/> Occasional variety in vocabulary and some linguistic devices To move into this level, the answer must have at least one tick box checked and secure upper Level 1.
<b>Level 1</b> <b>1–6 marks</b> <b>Creativity</b> ‘Simple’ <b>Structure</b> ‘Simple and limited’ 	<b>Upper Level 1</b> <b>4–6 marks</b>	<input type="checkbox"/> Writing that is simple <input type="checkbox"/> Some awareness of purpose, form and audience, but no attempts to match tone, style and register for this purpose <input type="checkbox"/> Simple vocabulary choices and some linguistic devices To move into this level, the answer must have at least one tick box checked and secure lower Level 1.
	<b>Lower Level 1</b> <b>1–3 marks</b>	<input type="checkbox"/> Writing that only occasionally makes sense <input type="checkbox"/> Occasional content that shows awareness of purpose, form and audience <input type="checkbox"/> Simple vocabulary A minimum of one box needs to be checked to achieve this level.
<b>Level 0</b> <b>No marks</b>		<input type="checkbox"/> Nothing meaningful <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED



Level	Key Level Descriptors Answers will show:
<b>Level 4</b> <b>13–16 marks</b>	<ul style="list-style-type: none"> <li>□ Sentences are marked consistently and accurately</li> <li>□ Wide range of punctuation used accurately</li> <li>□ Full range of sentence forms/types used for effect (as appropriate)</li> <li>□ Standard English and controlled grammar used consistently</li> <li>□ Extensive and ambitious vocabulary, correctly spelt</li> </ul> <p>To move into this level, the answer must have at least one Level 3.</p>
<b>Level 3</b> <b>9–12 marks</b>	<ul style="list-style-type: none"> <li>□ Sentences are marked, mostly accurately</li> <li>□ Range of punctuation used, mostly accurately</li> <li>□ Variety of sentence forms for effect</li> <li>□ Standard English and controlled grammar used most of the time</li> <li>□ Increasingly sophisticated vocabulary and correct spelling of regular words</li> </ul> <p>To move into this level, the answer must have at least one Level 2.</p>
<b>Level 2</b> <b>5–8 marks</b>	<ul style="list-style-type: none"> <li>□ Sentences are marked, sometimes accurately</li> <li>□ Range of punctuation used, sometimes accurately</li> <li>□ Variety of sentence forms used, sometimes accurately</li> <li>□ Standard English used occasionally</li> <li>□ Varied vocabulary and correct spelling of more complex words</li> </ul> <p>To move into this level, the answer must have at least one Level 1.</p>
<b>Level 1</b> <b>1–4 marks</b>	<ul style="list-style-type: none"> <li>□ Sentences are sometimes marked, sometimes accurately</li> <li>□ Simple sentence forms used</li> <li>□ Standard English used rarely</li> <li>□ Simple vocabulary and correct spelling of basic words</li> </ul> <p>A minimum of one box needs to be checked to achieve this level.</p>
<b>Level 0</b> <b>No marks</b>	<ul style="list-style-type: none"> <li>□ Quality of writing is so poor that the answer cannot be marked</li> <li>□ Nothing at all!</li> </ul>

INSPECTION COPY

COPYRIGHT  
PROTECTED



# ZigZag Practice Exam Papers

Supporting GCSE AQA Engl

INSPECTION COPY

## English Language

### Paper 2: Writers' Viewpoints and Perspectives

#### Practice Paper 2.2: 'Women in War'

Name	
------	--

#### Time allowed

1 hour 45 minutes

#### Instructions

Answer **all** of the questions.

#### Information

The total number of marks available for this paper is **80**.

**40** marks are available in **Section A** and **40** in **Section B**.

The number of marks available for each question is shown in brackets.

**Section A** assesses the quality of your **reading**.

**Section B** assesses the quality of your **writing**.

**COPYRIGHT  
PROTECTED**



## Source A

This article was published on theguardian.com during the conflict in the Ukraine. It includes interviews with women that were involved.

### The women fighting on the frontline

Six female volunteers in the struggle against pro-Russian separatists talk about their country – and their hopes for life after war

Elena Savchuk in Shchastya

Thursday 5 March 2015 07.00 GMT

Last modified on Friday 6 March 2015 07.34 GMT

The volunteer battalions fighting alongside Ukraine's army are known for being fierce and also have a reputation for fierce nationalism and far-right views. One of these units is based in the town of Shchastya, whose members have been accused of human rights abuses by the International Criminal Court. What is less known is that the volunteers include several women and some as medics and support staff but others in active combat roles. Although none of the current ceasefire will hold, they are looking ahead to life after the war. Here are the

#### Mama Tanya

This is not Mama Tanya's first war. In the 1990s she was living with her husband in Azerbaijan and served as a medic during the Nagorno-Karabakh conflict. Her experience and committed nationalism has drawn her into yet another war in eastern Ukraine, where her task is to administer first aid and pull wounded soldiers out of battlefields during special operations.

'I fight for freedom and the territorial integrity of my country,' she says, dragging on a cigarette. 'This is our land. We are not aggressors like Russia. We are protecting our territory.'



She says she has been injured on the battlefield, taken prisoner and beaten up by Chechen soldiers fighting with the separatists. But she is determined to remain on the battlefield.

'It is so scary during artillery fire,' she says. 'I am the first one to run to the others to help them. It is stupid to die from a shell. To die on the battlefield when you can live.'

The most difficult part of the war is losing those she's fought alongside.

'I love every one of the guys,' she says. 'But most of all I love the young ones. For their sake, they are coming here.'

INSPECTION COPY

COPYRIGHT  
PROTECTED



Like many volunteers in the Aidar battalion, Mama Tanya does not believe in the separatists.

'The new humanitarian convoy from Russia has arrived,' she says. 'We are waiting. People's Republic. They will wish us a happy morning, afternoon and evening. War strikes precisely.'

Though she dreams of peace, it will be difficult to leave life on the front.

'We are like a big family,' she says. 'The war will end sooner or later. When we jokingly suggest going to fight in Iraq or to liberate Georgia.'

### Vitaminka

Despite living in a war zone, Vitaminka says her biggest problem is that her boyfriend is not speaking to her.

'That bastard went to the front without me,' she says. 'He went to work and told me to wait for him in Kiev. I did for some time. Then he disappeared for two months and I found out he had volunteered to go the front.' Eventually, the 24-year-old went east to join him.



*Vitaminka followed her boyfriend to the front to join the Aidar assault battalion.*  
Photograph: Jonathan Alpert

When the fighting with pro-Russian rebels escalated last summer, Vitaminka's boyfriend told her to return home. But Ukrainian women are not to be intimidated that easily, she says, and instead she joined the Aidar assault battalion as a fighter.

'The most difficult thing is that when my dear brothers are dying here, the rest of it,' she says, recalling life in her native town of Zaporozhe. 'They just drive fancy sneakers for \$200–300 per pair. That is why few fighters return from a vacation home.'

“

'There is a lot of grief. It comes very often.

Because of that, one feels joy much more keenly'

### Vitaminka

”

Vitaminka says the battlefield does not scare her. 'The most difficult is to wait for the war to end.'

After the war, Vitaminka hopes to get married and have children. She also wants to live in a peaceful town.

'How could I help people get over the psychological effects of war if I have never experienced it?' she asks. 'What I like about being here is that life seems more vivid. There is a lot of grief. Because of that, one feels joy much more keenly. I cannot change my attitude towards events instead.'

## Source B

This extract is taken from Chapter XVI of the travel journals of Mrs Seacole. She was in the front in the Crimea. It was first published in 1857.

### *Wonderful Adventures of Mrs Seacole*

1 The few hours still left before daybreak, were made the most of at Spring Hill. We  
2 cutting bread and cheese and sandwiches, packing up fowls, tongues, and ham, we  
3 filled the large bag, which I always carried into the field slung across my shoulder  
4 thread, and medicines; and soon after daybreak everything was ready packed upon  
5 steadiest lad, and, I leading the way on horseback, the cavalcade left the British  
6 fatal 18th of June had been many hours coming.

7 It was not long before our baggage was arrested by the cavalry pickets closely standing  
8 spectators for the scene of action. But after a slight parley and when the  
9 I was preparing for the day's work, the men raised a shout for me, and, with their  
10 pass. So I reached Cathcart's Hill crowded with noncombatants, and, leaving them  
11 what provisions I could carry, and – it was a work of no little difficulty and danger  
12 reserves of Sir Henry Barnard's division, which was to have stormed something, I  
13 found the attack upon the Redan was a failure, very wisely abstained. Here I found  
14 relieved me of my refreshments, and some wounded men who found the contents of  
15 made my way to the Woronzoff Road, where the temporary hospital had been erected  
16 hard enough at work, and hastened to help them as best I could. I bound up the  
17 wants of a good many, and stayed there some considerable time.

18 Upon the way, and even here, I was 'under fire'. More frequently than was agreeable  
19 ploughing up the ground and raising clouds of dust, or a shell whizz above us. Upon  
20 would cry out, 'Lie down, mother, lie down!' and with very undignified and unladylike  
21 earth, and remain there until the same voices would laughingly assure me that they  
22 thoughtful than the rest, would come to give me a helping hand, and hope that they  
23 frightened. Several times in my wanderings on that eventful day, of which I confess  
24 remembrance, only knowing that I looked after many wounded men, I was ordered  
25 bandages and comforts for the wounded proved my passport. While at the hospital  
26 those, who, either from lack of hands or because their hurts were less serious, had  
27 the kind-hearted doctors – who, however, looked more like murderers – could attend  
28 words and smile which rewarded me for binding up a wound or giving cooling draughts  
29 life for at any time. It was here that I received my only wound, during the campaign  
30 the ground, in obedience to the command of those around me, to escape a threatening  
31 thumb of my right hand, dislocating it. I bound up on the spot and did not  
32 never returned to its proper place.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Practice Paper 2.2: 'Women in War'

### Section A: Reading

Answer **all questions** in this section.  
You are advised to spend about **45 minutes** on this section.

1. Read the first part of Source A again, from line 1 to line 6.

Put a tick in the box next to four statements that are true.

Remember to:

- Tick the boxes of true statements.
- Tick no more than four boxes.

The soldiers are volunteers.
Members have been accused of helping people by Amnesty International.
Some volunteer soldiers are women.
They have political views that are considered to the left.
Women are not allowed to be in combat roles.
The volunteer soldiers are fearless on the battlefield.
The women think that the ceasefire will hold.
The volunteer soldiers are looking forward to life after the war.

2. You should include details from both Source A and Source B in your answer.

Write about the different attitudes of the women featured in Source A and Source B.

Remember to:

- Summarise the different attitudes.
- Refer to both Source A and Source B.

3. You should only include details from Source B in your answer.

Write about how the extract uses language to portray what life is like for the women at that time.

Remember to:

- Write about how language is used.
- Give examples from the text.

4. To answer this question, you need to use details from the whole of Source A and Source B.

Write a comparison of the two writers' attitudes towards the experiences of women in war.

Remember to:

- Compare the experiences given in the two sources.
- Compare the techniques the writers use to portray their experiences.
- Use evidence to support your points from Source A and Source B.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Section B: Writing

You should work on this section for **45 minutes**

Your answer should be written in full sentences

You should plan your answer and leave enough time to check it before

5. 'Women should not be allowed on the battlefield.'

Write an email response to *The Guardian* inspired by the sources where you disagree with this statement.

[24 marks] for the content

[16 marks] for the language



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



# Sample Answers, Self-assessment and

## TASK

- Mark each sample answer below against the self-assessment mark scheme.
- What level has each achieved and why?
- Set yourself a target for your own work based on what you have learnt from

## Questions 1 and 2: Sample Answers

- Read the first part of Source A again, from line 1 to line 6.  
Put a tick in the box next to four statements that are true.

*Due to the nature of this assessment, sample answers are included. Please see details.*

- You should include details from both Source A and Source B in your answer.  
Write about the different attitudes of the women featured in Source A and Source B.

### Student A

The women interviewed in Source A are presented as strong and committed. Mama Tanya is described as 'a woman of great strength and commitment'. She works as a medic and is tasked with pulling 'wounded soldiers out of battle'. She does not view her role as supporting the troops, she sees herself as a soldier too, 'I fight for freedom. I fight for my family like a big family.'

Another woman interviewed, Vitaminka, is said to have followed her boyfriend to the front line. She was told her to return home but 'Ukrainian women are not to be intimidated that easily' and she joined the army. The women featured in Source A see themselves as weaker than the men. They are strong and fight alongside the men.

In Source B, Mrs Seacole is presented as more traditionally feminine than the women in Source A. She would refer to her as 'mother' due to her looking after them with refreshments and tending to their wounds. She would have to 'with very dignified and unladylike haste... embrace the earth' and '... would come to the aid of the men'. The strength of character portrayed in Source A, while still implied in the actions of Mrs Seacole in Source B.

### Student B

Source A shows that the women are brave and not afraid to go to war. They believe in what is happening. The women, Mama Tanya and Vitaminka, are both involved in pulling 'wounded soldiers out of battle' during special operations. Vitaminka, followed her boyfriend to the front line rather than choosing to stay at home. The worst thing that is happening to her at the moment is that her boyfriend has been killed.

In Source B, Mrs Seacole is presented as a classy lady. The men on the battlefield are not afraid of her because she looks after them. They show her respect by helping her up when she is on the ground and the men are shooting.

**COPYRIGHT  
PROTECTED**



**Question 2: Sample Answers with Commentaries**

2. You should include details from both Source A and Source B in your answer.

Write about the different attitudes of the women featured in Source A and Source B.

**Student A**

The women interviewed in Source A are presented as strong and committed. Mama Tanya is described as 'a woman of nationalistic spirit'. She works as a medic and is tasked with pulling 'wounded soldiers out of battlefields'. She does not view her role as supporting the troops, she sees herself as a soldier too, 'I fight for freedom. I fight like a big family.'

Another woman interviewed, Vitaminka, is said to have followed her boyfriend to the front line. Her boyfriend told her to return home but 'Ukrainian women are not so easily intimidated' and she joined him. The woman featured in Source A sees them as 'stronger than the men'. They are strong and fight alongside the men.

In Source B, Mrs Seacole is presented as more traditionally feminine than the women in Source A. She would be regarded as 'mother' due to her looking after them with refreshments and tending to their wounds. She would have to 'with very dignified and unladylike haste... embrace the earth' and '... would combine the strength of character portrayed in Source A, while still implied in the actions of Mrs Seacole in Source B.'

**Level 4 – 8/8:** Balanced, perceptive summaries. Subtle inferences. Well-chosen quotations. Well-structured answer.

**Student B**

Source A shows that the women are brave and not afraid to go to war. They believe in what is happening. One woman, Mama Tanya, is pulling 'wounded soldiers out of battlefields during special operations'. Vitaminka, followed her boyfriend to the front line rather than choosing to stay at home. The worst thing that is happening to her at the moment is that her boyfriend is missing.

In Source B, Mrs Seacole is presented as a classy lady. The men on the battlefield respect her because she looks after them. They show her respect by helping her up when she is on the ground when men are shooting.

**Level 3 – 5/8:** Clear and relevant summary. Uneven between the sources. Some relevant quotations. Others not relevant.

**COPYRIGHT  
PROTECTED**



### Question 3: Sample Answers

3. You should only include details from Source B in your answer.

Write about how the extract uses language to portray what life is like for the time.

#### Student A

Mrs Seacole doesn't seem to be very scared about being on the front line. The words that she has been important to show that she made 'sandwiches' and 'wine and spirits'? Maybe she is in denial. Including these details helps her deal with her emotions.

As the journal is written in the first person it is hard to get a true picture of what life is like for them. Fixing their 'wounds' and then having a 'lack of hands' which shows that life can't be good.

#### Student B

Listing concrete nouns 'cheese', 'ham, wine and spirits' creates a sense of preparing for a picnic. This is in contrast to listing the medical supplies. Phrasing the list in such a way implies that Mrs Seacole is not fully aware of the situation on the front line. She does not appear to show fear through her language. '...than was agreeable, a shot would come ploughing...' This formal tone shows her involvement in what was happening to her.

When describing the experiences of the soldiers a much graver picture is painted. The language remains formal and unemotional. '...wounded men who found the contents of their pockets describes men who were unable to help themselves 'from lack of hands'. They were treated in such a way. It is delivered in a formal, matter-of-fact tone.

The most dramatic language choice is when the 'kind-hearted doctors' are referred to as 'murderers'. This word choice is not qualified with any further explanation. It makes you imagine what might be creating this image. Perhaps they are covered in blood. A comment on how many people were unable to be saved.

INSPECTION COPY

COPYRIGHT  
PROTECTED



**Question 3: Sample Answers with Commentaries**

3. You should only include details from Source B in your answer.

Write about how the extract uses language to portray what life is like for the time.

**Student A**

Mrs Seacole doesn't seem to be very scared about being on the front line. The words that she has to be important to show that she made 'sandwiches' and 'wine and spirits'? Maybe she is in denial. Including these details helps her deal with her emotions.

As the journal is written in the first person it is hard to get a true picture of what life is like for the soldiers. Listing the medical supplies and then having a 'lack of hands' which shows that life can't be good.

**Level 1 – 4/12:** Attention on commenting on what makes the language effective.

**Student B**

Listing the concrete nouns 'cheese', 'ham, wine and spirits' creates a scene of preparing for a picnic. This is in contrast to listing the medical supplies. Phrasing the list in such a way implies that Mrs Seacole is not fully on the front line. She does not appear to show fear through her language. '...wounded men who found the contents of their pockets were all that was agreeable, a shot would come ploughing...' This formal tone shows her involvement in what was happening to her.

When describing the experiences of the soldiers a much graver picture is created. It remains formal and unemotional. '...wounded men who found the contents of their pockets were all that was agreeable, a shot would come ploughing...' describes men who were unable to help themselves 'from lack of hands'. They were treated in such a way. It is delivered in a formal, matter-of-fact tone.

The most dramatic language choice is when the 'kind-hearted doctors' are called 'murderers'. This word choice is not qualified with any further explanation. It is a powerful image. Perhaps they are covered in blood. It is a comment on how many people were unable to be saved.

**Level 3 – 9/12:** Clear and relevant explanation of how the writer has made the language effective. Relevant quotations and accurate subject terminology. First paragraph moves consistently enough to move the answer into that level.

**COPYRIGHT  
PROTECTED**



#### Question 4: Sample Answers

4. To answer this question, you need to include details from the whole of Source A and Source B. Write a comparison of how the two writers put across different attitudes to war and women in the sources.

##### Student A

Both sources give accounts of women in wartime and both feature accounts from women themselves. Source A is a modern source talking about the recent conflict in the Ukraine. It creates a personal connection for the reader to two different women. This is done to personalise the experiences of the war and make the writing more engaging. The writing is personal, and although written in the first person, it sounds as if the writer was not directly involved. 'cigarette'. The women use the collective pronoun 'we' repeatedly to show that they are not alone in their experiences, but the men as equals.

Source B is a historical source and although personal, is more formal than Source A. This is likely because it was written for a formal record. There is a clear difference in the roles of women and men seen in the source. Mrs. Smith provides 'refreshments'. She says that she has a 'confused remembrance' which suggests that she is not fully clear on the events.

##### Student B

I think that in Source B, the writer thinks that women shouldn't be on the front. Women should just help out with things like refreshments and first aid. 'the men raised a shout for me'. It shows that the men want Mrs. Smith to be with them though. That is why they call her 'mother'.

I think that in Source A the writer feels differently about women in war. The women talk about their experiences make them seem brave and 'committed' to the war. They are involved in the war and fight. They are not 'intimidated'.

INSPECTION COPY

COPYRIGHT  
PROTECTED



**Question 4: Sample Answers with Commentaries**

4. To answer this question, you need to include details from the whole of Source A. Write a comparison of how the two writers put across different attitudes to war and sources.

**Student A**

Both sources give accounts of women in wartime and both feature accounts from women themselves. Source A is a modern source talking about the recent conflict in the Ukraine. It creates a personal connection for the reader to two different women. This is done to personalise the experiences of the war and make the writing more relatable. The writing is personal, and although written in the first person, it feels like it's from a diary or a letter. The writer uses the collective pronoun 'we' to show that they are not alone in their experience. The women use the collective pronoun 'we' to show that they are not alone in their experience. The men are seen as equals.

Source B is a historical source and although personal, is more formal than Source A. This is likely because it was written for a different audience. There is a clear difference in the roles of women and men seen in the source. Mrs. Seward provides 'refreshments'. She says that she has a 'confused remembrance' which suggests that she is not sure of the events.

**Level 3 – 10/16:** Relevant comments on both sources. Lack of clarity in the student's understanding is conveyed. Uneven quality of explanation between sources.

**Student B**

I think that in Source B, the writer thinks that women shouldn't be on the front. Women should just help out with things like refreshments and first aid. 'the men raised a shout for me'. It shows that the men want Mrs. Seward to be there though. That is why they call her 'mother'.

I think that in Source A the writer feels differently about women in war. The women's experiences make them seem brave and 'committed' to the war. They are not 'intimidated'.

**Level 1 – 4/16:** Attempts at comparison. Even discussion of both sources. Lack of detail for Level 3.

**COPYRIGHT  
PROTECTED**



5. 'Women should not be allowed on the battlefield.'

Write an email response to *The Guardian* inspired by the sources where you disagree with this statement.

**Planning**

Purpose: To argue. Agree.

Form: Formal email. Persuasive Language. AFOREST

Audience: Editor. Middle Class. Educated.

- From POV of a man.
- 2016 – Equality!
- We cannot do things that women can.
- Kids cope much better without fathers than they do mothers
- Women are more caring – I'm useless at making people feel better!

**Answer A**

Dear Editor,

I want to say to you about your article 'Women should not be allowed on the battlefield' and especially as a single father with two teenage daughters.

It had traditionally always been a woman's place to stay at home and 'keep house'. She belonged to her husband to whom she then belonged. Now I am not in any way advocating for a return to that, but I think people should be whatever, and whomever they like. But, would I want them on the battlefield? No.

As a single father I know from experience that there are things I cannot give my daughters. They are wonderful. I cannot claim to have experienced the things that they go through. I can't cook anything like their mother did and I certainly can't cope with hormones anything like their mother. When she passed on, I knew that they would be missing something important, something that I could not replace. I like to think of myself as a great dad, but a great dad is not enough. If I had gone off to war then I would know my daughters would have everything they need. I would be there for them. I would be there for me?

As I said I don't want my daughters to stay home and be tied to the kitchen. They are wonderful. Women are caring and reassuring. They are perfect for nursing, or medicine in any capacity. I would like to see them feel better, but I would have no problem taking down the enemy.

My daughters would probably say they could do both, and do it all. I'm sure they could. But I

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





## Answer B

Dear Editor,

It is 2016 how can there even be a suggestion of women not being allowed to do?

I will tell you why!

Women have a responsibility to be there for their family. They need to look after their siblings and maybe even for their parents. If everyone went off to war the world would be utter destruction!

My friends whose dads have left, or they don't know who their dads are. But my one friend whose mum died? Now she is a real mess. She needs support through being a teenager. It was selfish of her dad to go off to war. Sure every time you step out of the house you are taking a risk, but not when you are in a war zone!

I wouldn't want my sister to risk herself by going to war. She would be a target for that gun. It isn't like she couldn't help, but she shouldn't be in a tank or a front line to get blown up!

Perhaps if we stopped fighting wars then we wouldn't have this problem. My sister there is something she shouldn't do just because she is a girl.

INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



5. 'Women should not be allowed on the battlefield.'

Write an email response to *The Guardian* inspired by the sources where you disagree with this statement.

**Answer A**

Dear Editor,

I want to thank you for writing your article 'Women should not be allowed on the battlefield' and especially as a single father with two teenage daughters.

It had traditionally always been a woman's place to stay at home and 'keep house'. She belonged to her husband to whom she then belonged. Now I am not trying to advocate for a return to that, but whatever, and whomever they like. But would you want them on the battlefield? No.

As a single father I know for a fact that there are things I cannot give my daughters. The things that their mother experienced the things that they go through. I can't cook anything like their mother did and I certainly can't cope with hormones anything like their mother. When she passed on, I knew that they would be missing something important, something that would be missing if it had been me instead of her. I like to think of myself as a great dad, but a great dad can't. If I had gone off to war then I would know my daughters would have everything they need. I would be there for them. I would be there for me?

As I said I don't want my daughters to stay home and be tied to the kitchen. They are wonderful. Women are caring and reassuring. They are perfect for nursing, or medicine in any capacity. I would feel better, but I would have no problem taking down the enemy.

My daughters would probably say they could do both, and do it all. I'm sure they could. But I would be there for them. I would be there for me?

**AO5 Lower Level 4 – 20/24:** Convincing writing. Well-structured. Emotive and persuasive content and ideas.

**AO6 Level 4 – 13/16:** Sentences consistently and accurately marked. Standard grammar.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Answer B

Dear Editor,

It is 2016 how can there even be a suggestion of women not being allowed to do?

I will tell you why!

Women have a responsibility to be there for their family. They need to look after their siblings and maybe even for their parents. If everyone went off to war the world would be utter destruction!

My friends whose dads have left, or they don't know who their dads are. But my one friend whose mum died? Now she is a real mess. She needs support through being a teenager. It was selfish of her to go off to war. Sure every time you step out of the house you are taking a risk, but not if you were in a war zone!

I wouldn't want my sister to risk herself by going to war. She would be that girl who isn't like she couldn't help, but she shouldn't be in a tank with a gun to get blown up!

Perhaps if we stopped fighting wars then we wouldn't have this problem. My sister there is something she shouldn't do just because she is a girl.

**AO5 Lower Level 3 – 15/24:** Clearly written to match the purpose, form and vocabulary. Sustained tone. Well-structured.

**AO6 Level 4 – 13/16:** Sentences consistently and accurately marked. Standard grammar.

INSPECTION COPY



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Mark Scheme

1. Read the first part of Source A again, from line 1 to line 6.

Put a tick in the box next to four statements that are true.

You will get one mark for each correct 'true' statement that you identify.

Assessment Objective being tested: AO1 – LITERAL comprehension and INFERENCE

<input type="checkbox"/>	The soldiers are volunteers.
<input type="checkbox"/>	Members have been accused of helping people by Amnesty International.
<input type="checkbox"/>	Some of the volunteer soldiers are women.
<input type="checkbox"/>	They have no political views that are considered to the left.
<input type="checkbox"/>	Women are not allowed to be in combat roles.
<input type="checkbox"/>	The volunteer soldiers are fearless on the battlefield.
<input type="checkbox"/>	The women think that the ceasefire will hold.
<input type="checkbox"/>	The volunteer soldiers are looking forward to life after the war.

For all the remaining questions on the paper you do not get a mark for each point. Marks are based on your answer as a whole.

The examiner will read your answer and decide which level descriptors best suit what you have written.

INSPECTION COPY

COPYRIGHT  
PROTECTED



2. You should include details from both Source A and Source B in your answer

Write about the different attitudes of the women featured in Source A and

Remember to:

- Summarise the different attitudes.
- Refer to both Source A and Source B.

Assessment Objective being tested: AO1 – LITERAL comprehension and INFERRING details and USING them as EVIDENCE to support your points.

Level	Key Level Descriptors Answers will show
<b>Level 4 – Evaluate</b> 'Perceptive' 'Summary' <b>7–8 marks</b>	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> Subtle (not obvious or 'surface level') inferences <input type="checkbox"/> How the writers create different effects/portrayal <input type="checkbox"/> Relevant, well-chosen, and well-used quotations to support answering the question To move into this level, the answer must have at least secure Level 3.
<b>Level 3 – Analyse</b> 'Clear' 'Relevant summary' <b>5–6 marks</b>	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> How the writers have made suggestions through information from both sources) <input type="checkbox"/> Clear inferences <input type="checkbox"/> How the writers create different effects / portrayal <input type="checkbox"/> Relevant quotations to support answering the question as focused as in a Level 4 answer To move into this level, the answer must have at least secure Level 2.
<b>Level 2 – Comment</b> 'Some' 'Attempts at summary' <b>3–4 marks</b>	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> Attempts at commenting on how the writers have used the language used (inferring information from both sources) <input type="checkbox"/> Attempts at inferring <input type="checkbox"/> Some differences between the sources or different portrayals <input type="checkbox"/> Some relevant quotations, some may not be used to support answering the questions To move into this level, the answer must have at least secure Level 1.
<b>Level 1 – Simple Comment</b> 'Simple' 'Limited summary' <b>1–2 marks</b>	<input type="checkbox"/> Simple comments on the sources <input type="checkbox"/> Paraphrasing the source rather than inferring <input type="checkbox"/> Simple statements showing the differences between the sources A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> <b>No marks</b>	<input type="checkbox"/> Nothing to do with differences between the sources <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED



3. You should only include details from Source B in your answer.

Write about how the extract uses language to portray what life is like for the people at that time.

Remember to:

- Write about language how language is used.
- Give examples from the text.

Assessment Objective being tested: AO2 – EXPLAIN, COMMENT ON and ANALYSE the writer's use of LANGUAGE to achieve effects and influence the reader, using subject terminology.

Level	Key Level Descriptors Answers will show
<b>Level 4 – Analyse</b> 'Perceptive' 'Detailed' <b>10–12 marks</b>	<input type="checkbox"/> How the writer has made the language effective <input type="checkbox"/> Relevant, well-chosen, and well-used quotations <input type="checkbox"/> Sophisticated and correct terminology To move into this level, the answer must have at least secure Level 3.
<b>Level 3 – Explain</b> 'Clear' 'Relevant' <b>7–9 marks</b>	<input type="checkbox"/> How the writer has made the language effective <input type="checkbox"/> Relevant quotations, although they may not focus on key words or words <input type="checkbox"/> Accurate subject terminology To move into this level, the answer must have at least secure Level 2.
<b>Level 2 – Comment</b> 'Some' <b>4–6 marks</b>	<input type="checkbox"/> Attempts at commenting on what makes the language effective <input type="checkbox"/> Some relevant quotations, some may not be used accurately <input type="checkbox"/> Some subject terminology, not always used accurately To move into this level, the answer must have at least secure Level 1.
<b>Level 1 – Simple Comment</b> 'Simple' 'Limited' <b>1–3 marks</b>	<input type="checkbox"/> Simple understanding of language, but will not explain <input type="checkbox"/> Very simple comments on what makes the language effective <input type="checkbox"/> Simple references, or quotations <input type="checkbox"/> Simple subject terminology A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> <b>No marks</b>	<input type="checkbox"/> Nothing relating to language <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED





4. To answer this question, you need to include details from the whole of So

Write a comparison of how the two writers put across different attitudes to the sources.

Remember to:

- Compare the experiences given in the two sources.
- Compare the techniques the writers use to portray their experiences.
- Use evidence to support your points from Source A and Source B.

Assessment Objective being tested: AO3 – COMPARE the ideas or viewpoints viewpoints are presented.

Level	Key Level Descriptor Answers will show:
<b>Level 4</b>  'Perceptive' 13–16 marks	<input type="checkbox"/> Comparison of ideas or viewpoints presented in BOTH sources <input type="checkbox"/> Analysis of how the writers have created/presented their experiences in BOTH sources <input type="checkbox"/> Analysis of why the writers have chosen the methods they have used <input type="checkbox"/> Relevant, well-chosen, and well-used range of examples from BOTH sources <input type="checkbox"/> Detailed answer, including the differences between the two sources being shown in BOTH sources To move into this level, the answer must have at least secured secure Level 3.
<b>Level 3</b> 'Clear' 'Relevant' 9–12 marks	<input type="checkbox"/> Comparison of ideas or viewpoints presented in BOTH sources <input type="checkbox"/> Explanation of how the writers have created/presented their experiences in BOTH sources <input type="checkbox"/> Relevant range of examples from BOTH sources <input type="checkbox"/> Clear answer, including the differences between the two sources shown in BOTH sources, but lacks the level of detail required for Level 4 To move into this level, the answer must have at least secured secure Level 2.
<b>Level 2</b> 'Some' 'Attempts' 5–8 marks	<input type="checkbox"/> Attempts at the comparison of ideas or viewpoints presented in BOTH sources <input type="checkbox"/> Comments on how the writers have created/presented their experiences in BOTH sources <input type="checkbox"/> Some relevant range of examples from BOTH sources, but not always relevant (or examples only come from one source) <input type="checkbox"/> Some differences between the ideas or viewpoints shown, but lacks the level of clarity required for Level 3 To move into this level, the answer must have at least secured secure Level 1.
<b>Level 1</b> 'Simple' 'Limited' 1–4 marks 	<input type="checkbox"/> Simple comparison (or cross-referencing) of ideas or viewpoints presented in BOTH sources <input type="checkbox"/> Simple identifying/noting of what the writers have done to create their ideas/viewpoints in BOTH sources <input type="checkbox"/> Simple examples, not always relevant (or examples only come from one source) A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> No marks	<input type="checkbox"/> Nothing offered about the differences <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED



5. 'Women should not be allowed on the battlefield.'

Write an email response to *The Guardian* inspired by the sources where you disagree with this statement.

[24 marks] for the creativity  
[16 marks] for the structure

Assessment Objectives being tested:


- AO5 How well you write and structure your answer.
- AO6 How accurately you write your answer (separate grid underneath)

Level		Key Level Description Answers Will
Creativity		
<b>Level 4</b> <b>19–24 marks</b> <b>Creativity</b> 'Convincing' 'Compelling' <b>Structure</b> 'Structured' 'Developed' 'Complex and varied'	<b>Upper Level 4</b> <b>22–24 marks</b>	Convincing and compelling writing throughout <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Manipulates the reader (to feel certain emotions, believe certain things etc.) <input type="checkbox"/> Techniques are used subtly to create effects <input type="checkbox"/> Ambitious and extensive vocabulary <input type="checkbox"/> Well-crafted linguistic devices throughout To move into this level, the answer must have at least one tick box checked and a secure lower Level 4.
	<b>Lower Level 4</b> <b>19–21 marks</b>	<input type="checkbox"/> Convincing writing <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Ambitious vocabulary <input type="checkbox"/> Well-crafted linguistic devices throughout To move into this level, the answer must have at least one tick box checked and a secure upper Level 3.
<b>Level 3</b> <b>13–18 marks</b> <b>Creativity</b> 'Clear' 'Connected' <b>Structure</b> 'Engaging' 'Connected'	<b>Upper Level 3</b> <b>16–18 marks</b>	<input type="checkbox"/> Clearly written and believable answers <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Sophisticated vocabulary <input type="checkbox"/> Appropriate linguistic devices To move into this level, the answer must have at least one tick box checked and a secure lower Level 3.

COPYRIGHT  
PROTECTED





Level		Key Level 3 Answers
		Creativity
<b>Level 3</b> <b>13–18 marks</b> <b>Creativity</b> 'Clear' 'Consistent' <b>Structure</b> 'Engaging' 'Connected'	<b>Lower Level 3</b> <b>13–15 marks</b>	<input type="checkbox"/> Clearly written answers <input type="checkbox"/> Matches the purpose, form and audience <input type="checkbox"/> Appropriate vocabulary and linguistic devices To move into this level, the answer must have at least one tick box checked and a secure upper Level 2
 <b>Level 2</b> <b>7–12 marks</b> <b>Creativity</b> 'Some success' <b>Structure</b> 'Linked and paragraphed'	<b>Upper Level 2</b> <b>10–12 marks</b>	<input type="checkbox"/> Writing that mostly makes sense <input type="checkbox"/> Attempts to match the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Some variety in vocabulary and some linguistic devices To move into this level, the answer must have at least one tick box checked and a secure lower Level 2
	<b>Lower Level 2</b> <b>7–9 marks</b>	<input type="checkbox"/> Writing that sometimes makes sense <input type="checkbox"/> Attempts to match the purpose, form and audience <input type="checkbox"/> Attempts to use tone, style and register for this purpose <input type="checkbox"/> Occasional variety in vocabulary and some linguistic devices To move into this level, the answer must have at least one tick box checked and a secure upper Level 1
<b>Level 1</b> <b>1–6 marks</b> <b>Creativity</b> 'Simple' <b>Structure</b> 'Simple'	<b>Upper Level 1</b> <b>4–6 marks</b>	<input type="checkbox"/> Writing that is simple <input type="checkbox"/> Some awareness of purpose, form and audience but no attempts to use tone, style and register for this purpose <input type="checkbox"/> Simple vocabulary choices and simple linguistic devices To move into this level, the answer must have at least one tick box checked and a secure lower Level 1
	<b>Lower Level 1</b> <b>1–3 marks</b>	<input type="checkbox"/> Writing that only occasionally makes sense <input type="checkbox"/> Occasional content that shows awareness of purpose, form and audience <input type="checkbox"/> Simple vocabulary A minimum of one box needs to be checked to achieve this level.
<b>Level 0</b> <b>No marks</b>		<input type="checkbox"/> Nothing meaningful <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED



Assessment Objective being tested: AO6 How accurately you write your answers

Level	Key Level Descriptors Answers will show:
<b>Level 4</b> <b>13–16 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are marked consistently and accurately</li> <li><input type="checkbox"/> Wide range of punctuation used accurately</li> <li><input type="checkbox"/> Full range of sentence forms/types used for effect (as appropriate)</li> <li><input type="checkbox"/> Standard English and controlled grammar used consistently</li> <li><input type="checkbox"/> Extensive and ambitious vocabulary, correctly spelt</li> </ul> <p>To move into this level, the answer must have at least one secure Level 3.</p>
<b>Level 3</b> <b>9–12 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are marked, mostly accurately</li> <li><input type="checkbox"/> Range of punctuation used, mostly accurately</li> <li><input type="checkbox"/> Variety of sentence forms for effect</li> <li><input type="checkbox"/> Standard English and controlled grammar used mostly</li> <li><input type="checkbox"/> Increasingly sophisticated vocabulary and correct spelling of more irregular words than Level 2</li> </ul> <p>To move into this level, the answer must have at least one secure Level 2.</p>
<b>Level 2</b> <b>5–8 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are marked, sometimes accurately</li> <li><input type="checkbox"/> Range of punctuation used, sometimes accurately</li> <li><input type="checkbox"/> Variety of sentence forms used, sometimes accurately</li> <li><input type="checkbox"/> Standard English used occasionally</li> <li><input type="checkbox"/> Varied vocabulary and correct spelling of more common words</li> </ul> <p>To move into this level, the answer must have at least one secure Level 1.</p>
<b>Level 1</b> <b>1–4 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are sometimes marked, sometimes accurately</li> <li><input type="checkbox"/> Simple sentence forms used</li> <li><input type="checkbox"/> Standard English used rarely</li> <li><input type="checkbox"/> Simple vocabulary and correct spelling of basic words</li> </ul> <p>A minimum of one box needs to be checked to achieve Level 1.</p>
<b>Level 0</b> <b>No marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quality of writing is so poor that the answer cannot be marked</li> <li><input type="checkbox"/> Nothing at all!</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# ZigZag Practice Exam Papers

Supporting GCSE AQA Engl

## English Language

### Paper 2: Writers' Viewpoints and Perspectives

#### Practice Paper 2.3: 'Water'

Name

#### Time allowed

1 hour 45 minutes

#### Instructions

Answer **all** of the questions.

#### Information

The total number of marks available for this paper is **80**.

**40** marks are available in **Section A** and **40** in **Section B**.

The number of marks available for each question is shown in brackets.

**Section A** assesses the quality of your **reading**.

**Section B** assesses the quality of your **writing**.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Source A

*The Crossing: Conquering the Atlantic in the World's Toughest Rowing Race* by James Cracknell was first published in 2006.

The book tells the story of James and Ben's Atlantic crossing. It is told in the first person, with James and Ben taking turns to give their point of view. This extract is taken from Chapter 7 'Don't Give Up' which describes a disagreement between James and Ben.

**James**

For the first time on the row I was frustrated by the effort, or lack of it, that Ben was putting in. He was rowing so hard over the last few shifts and felt that all my effort was being wasted as Ben took a Sunday morning stroll. It took the wind out of my sails and completely deflated me for the next session. I had to ask Ben what he was doing; if he really thought he was rowing it and carry on doing mine, but if he was just cruising I might as well do the same myself only for him to criticise me.

'Can I ask you a question?' I asked, sitting in the bow rowing position.

'Yeah.' Ben's shoulders seemed to tense with anticipation.

**Ben**

'Why aren't you sweating?' James queried.

I was perplexed.

'You said you sweat when you exercise, but there's no perspiration on your face.'

Where was this thing going?, I wondered.

'Are you really rowing hard enough, or just going through the motions?'

I was flabbergasted.

'Because if you really don't want to win the race...'

'JAMES,' I cut him short.

**James**

'Don't take this the wrong way, but we said we would be totally honest with each other. The answer is but I need to know, do you think you're doing enough? Do you think you're giving up?'

Ben slammed the oars down and started ranting, 'How can you ask me that? I've been rowing since we started this race and never complained' (I bit my tongue at that one). 'I've been crying in the cabin between shifts and now you ask me that.'

There was nothing I could say. Well, I could have said sorry, but I didn't feel as though I'd asked an honest question and truly wouldn't have minded what answer he gave me. There was any point in me flogging my guts out every shift. When previous crewmates had been frank, taken criticism and answered tough questions, although admittedly we had been exhausted and running out of water.

**Ben**

We both sat in silence, absorbing what had just happened. I had admitted the moment of weakness, and James's response had been to berate me for not trying harder. I had prepared myself for, I hadn't expected this.

I wanted to jump up and scream my head off. I wanted to yell and holler. I wanted to tell him that

'I can't believe you could be so insensitive,' I said, throwing down the oars. 'Is this the best you can do?' I asked, wondering if this was Cracknell's warped form of touch love. 'We're in a competition was forming a rift between us. James's obsession was becoming a problem for me.'

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Source B

*An Inland Voyage* by Robert Louis Stevenson: This extract is taken from Chapter 2 'Belgium'. The narrator describes how he feels about travelling on the canal. It was first published in 1879.

### *On the Willebroek Canal*

1 Next morning, when we set forth on the Willebroek Canal, the rain began heavy and  
2 stood at about the drinking temperature of tea; and under this cold aspersion, the  
3 The exhilaration of departure, and the easy motion of the boats under each stroke of  
4 through this misfortune while it lasted; and when the cloud passed and the sun came  
5 above the range of stay-at-home humours. A good 'la zette' stirred and shivered in  
6 canal. The leaves flickered in and out of the water in multuous masses. It seemed  
7 but down between the banks, the wind puffed us only in faint and desultory puffs  
8 steer by. Progress was slow, and unsatisfactory. A jocular person, of many  
9 the tow-path, said, 'C'est vite, mais c'est long.'

10 The canal was busy enough. Every now and then we met or overtook a long string  
11 tillers; high sterns with a window on either side of the rudder, and perhaps a jug of  
12 windows; a dinghy following behind; a woman busied about the day's dinner, and  
13 barges were all tied one behind the other with tow ropes, to the number of twenty-  
14 headed and kept in motion by a steamer of strange construction. It had neither  
15 some gear not rightly comprehensible to the unmechanical mind, it fetched up over  
16 which lay along the bottom of the canal, and paying it out again over the stern, drew  
17 with its whole retinue of loaded skows. Until one had found out the key to the engine  
18 and uncomfortable in the progress of one of these trains, as it moved gently along  
19 its advance but an eddy alongside dying away into the wake.

20 Of all the creatures of commercial enterprise, a canal barge is by far the most delightful  
21 its sails, and then you see it sailing high above the tree-tops and the windmill, sailing  
22 through the green corn-lands: the most picturesque of things amphibious. Or the  
23 as if there were no such thing as business in the world; and the man dreaming at  
24 the horizon all day long. It is a mystery how things ever get to their destination  
25 waiting their turn at a lock, affords a fine lesson of how easily the world may be taken  
26 contented spirits on board, for such a life is both to travel and to stay at home.

27 The chimney smokes for dinner as you go along; the banks of the canal slowly unroll  
28 eyes; the barge floats by great forests and through great cities with their public buildings  
29 and for the bargee, in his floating home, 'travelling' is merely as if he were  
30 or turning the leaves of a picture-book in his hand. He has no concern. He may take his  
31 country on the banks of the canal and come home to dinner at his own fireside.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Practice Paper 2.3: 'Water'

### Section A: Reading

Answer **all** questions in this section.  
You are advised to spend about **45 minutes** on this section.

1. Read the first part of Source A again, from line 1 to line 7.

Put a tick in the box next to four statements that are true.

Remember to:

- Tick the boxes of true statements.
- Tick no more than four boxes.

James is frustrated.
James is happy because his winnings are going.
James has been working really hard.
James is proud of what they are achieving.
James doesn't think Ben is putting in enough effort.
James is happy to work harder than Ben.
James feels he is wasting his energy.
James likes to enjoy the view and not worry about rowing hard.

2. You should include details from both Source A and Source B in your answer.

Write about the different attitudes put across about being on the water show.

Remember to:

- Summarise the different attitudes.
- Refer to both Source A and Source B.

3. You should only include details from between line 10 and line 29 of Source A.

Write about how the extract uses language to portray the relationship between James and Ben.

Remember to:

- Write about language.
- Give examples from the text.

4. To answer this question, you need to include details from the whole of Source A and Source B.

Write a comparison of how the two writers put across different experiences of being on the water show.

Remember to:

- Compare the experiences given in the two sources.
- Compare the techniques the writers use to portray their experiences.
- Use evidence to support your points from Source A and Source B.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Section B: Writing

You should work on this section for **45 minutes**

Your answer should be written in full sentences

You should plan your answer and leave enough time to check it before

5. 'Life is a journey, not a destination.' — Ralph Waldo Emerson

Write a blog post arguing whether or not you believe it is important to travel

[24 marks] for the creative part

[16 marks] for the argument



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Sample Answers, Self-assessment and

## TASK

- Mark each sample answer below against the self-assessment mark scheme.
- What level has each achieved and why?
- Set yourself a target for your own work based on what you have learnt from

## Questions 1 and 2: Sample Answers

- Read the first part of Source A again, from line 1 to line 7.

Put a tick in the box next to four statements that are true.

*Due to the nature of this question, no sample answers are included. Please see details.*

- You should include details from both Source A and Source B in your answer.

Write about the different attitudes put across about being on the water shown

Remember to:

- Summarise the different attitudes.
- Refer to both Source A and Source B.

### Student A

Source A presents being on the water as challenging. James and Ben need to put in a lot of effort. Both physical and emotional effort is required. The conflict between James and Ben around the highlights these difficulties.

'I had to ask Ben what he was doing; if he really thought he was giving his best...'

The fact that James 'had' to ask Ben shows just how much the issue is affecting him. Ben replies

'I'm having my worst day, I've been crying in the cabin between shifts...'

Both the use of the adjective 'worst' and the verb 'crying' shows how much of an emotional impact

The tone at the start of Source B presents being on the water as a negative experience. It uses a rain. The tone then changes when departing onto the water, which is described as an 'exhilaration'. Being transported in a long line and calls the sight 'solemn and uncomfortable'. This shows that the narrator does however like the life on the water. He says 'he may take his afternoon walk in some canal, and then come home to dinner at his own fireside.' He then describes the dynamics of life on the water.

### Student B

Source A is really dramatic. James and Ben are fighting over who is on the water. James thinks that Ben isn't working hard enough and is being unfair. He is really struggling to keep working and rowing hard being on the water. Ben seems to be more emotional than James. He is really but James feels like it was important to say to Ben because they saw each other and James feels like he is wasting his effort working hard with Source B talks about being on a canal which is different to where Source A set is also different and that makes a difference to what is being said. How the weather is bad and how the canal is busy with tug boats that the narrator doesn't like the sight of this. He says there is something sad about it is like being in a 'picture-book' so that must mean that there are beautiful

**COPYRIGHT  
PROTECTED**





## Question 2: Sample Answers with Commentaries

2. You should include details from both Source A and Source B in your answer.

Write about the different attitudes put across about being on the water show.

Remember to:

- Summarise the different attitudes.
- Refer to both Source A and Source B.

### Student A

Source A presents being on the water as challenging. James and Ben need to put in a lot of effort. Both physical and emotional effort is required. The conflict between James and Ben around this highlights these difficulties.

'I had to ask Ben what he really thought he was giving his best...'

The fact James 'had' to ask Ben shows just how much the issue is affecting him. Ben replies 'I'm having my worst day, I've been crying in the cabin between shifts...'

Both the use of the adjective 'worst' and the verb 'crying' shows how much of an emotional impact

The tone at the start of Source B presents being on the water as a negative experience. It uses 'rain'. The tone then changes when departing onto the water, which is described as an 'exhilaration'. Being transported in a long line and calls the sight 'solemn and uncomfortable'. This shows the narrator does however like the life on the water. He says 'he may take his afternoon walk in some canal, and then come home to dinner at his own fireside.' He likes the dynamics of life on the water.

**Level 3 – 6/8:** Clear and relevant explanation of how the writers have made their points about the water. Some perceptive ideas, but not enough to move into Level 4. Relevant details from both sources.

### Student B

Source A is really dramatic. James and Ben are fighting over who is more on the water. James thinks that Ben isn't working hard enough and is being unfair as he is really struggling to keep working and rowing hard being on the water. Ben seems to be more emotional than James. He is really but James feels like it was important to say to him because they said each other and James feels like he is working hard with effort working hard with Source B talks about being on the water which is different to where Source A set is also different. Source B makes a difference to what is being said about how the water is and how the canal is busy with tug boats and the narrator doesn't like the sight of this. He says there is something sad about it is like being in a 'picture-book' so that must mean that there are beautiful

**Level 2 – 3/8:** Simple comments on the sources. There are attempts at summarising and paraphrasing. There are attempts at inference.

**COPYRIGHT  
PROTECTED**



### Question 3: Sample Answers

3. You should only include details from between line 10 and line 29 of Source A.
- Write about how the extract uses language to portray the relationship between Ben and James.
- Remember to:
- Write about language.
  - Give examples from the text.

#### Student A

You get to see both Ben and James' feelings in Source A. Part of the story is told by James and in the extract they are asking each other a lot of questions. It sounds like this may have been like Ben and saying he isn't working hard enough. Ben doesn't take this very well and says he is means he 'flogged my guts out'. James later says that Ben responds with 'ranting' which means doesn't flog. Ben should say sorry as he has been 'flogging my guts out'.

#### Student B

The use of dialogue in the extract helps to convey both Ben and James' conversation is divided between Ben and James to show the different perspectives. The repeated use of questioning within the dialogue reflects the tension really... giving your best?' The adjectives used help to show how the two 'ranting', 'perplexed'. These word choices suggest anger and frustration. James' language choices are less emotional. He is 'completely frank' which shows a different attitude towards the challenge they are undertaking. He does not seem to be 'sleep-deprived and running out of water'. This phrase shows that he is aware of Ben's feelings.



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



**Question 3: Sample Answers with Commentaries**

3. You should only include details from between line 10 and line 29 of Source A.
- Write about how the extract uses language to portray the relationship between Ben and James.
- Remember to:
- Write about language.
  - Give examples from the text.

**Student A**

You get to see both Ben and James' feelings in Source A. Part of the story is told by James and in the extract they are asking each other a lot of questions and '...in the end, like this may have been like to Ben and saying he isn't working hard... James doesn't take this very well and says he is angry... means he doesn't understand... James says that Ben responds with 'ranting' which means 'ranting' which means 'ranting'... doesn't... you... say sorry as he has been 'flogging my guts out'.

**Level 2 – 4/12:** Attempts to comment on language but not always successful in explaining more than inferring.

**Student B**

The use of dialogue in the extract helps to convey both Ben and James' feelings. The conversation is divided between Ben and James to show the different perspectives. The repeated use of questioning within the dialogue reflects the tension between them. 'really... giving your best?' The adjectives used help to show how the two characters are feeling. 'ranting', 'perplexed'. These word choices suggest anger and frustration. James' language choices are less emotional. He is 'completely frank' which shows a different attitude towards the challenge they are undertaking. He does not seem to be 'sleep-deprived and running out of water'. This phrase shows that he is tired and Ben's feelings.

**Level 4 – 10/12:** Explanation of how and why the writer has made the language choices. Good understanding of James and Ben's relationship at that time.

**COPYRIGHT  
PROTECTED**



### Question 4: Sample Answers

4. To answer this question, you need to include details from the whole of Source A. Write a comparison of how the two writers put across different experiences of rowing the sources.

Remember to:

- Compare the experiences given in the two sources.
- Compare the techniques the writers use to portray their experiences.
- Use evidence to support your points from Source A and Source B.

#### Student A

In Source A the reader is given an emotive, personal account of the writers' experiences on the water. The use of adjectives such as 'worst' and the verbs 'crying' and 'ranting'. The use of dialogue adds to the personal tone of the writing and the authors have included it to ensure the reader is able to experience the grim reality of rowing the Atlantic. Ben Fogle is known for being a nice guy and James is known for being a dedicated athlete. The conversation between the two of them is intriguing to the reader as it shows a negative experience and tension between them. The fact that James has to ask Ben shows how much the issues are impacting on him.

Negative lexical choices are also made in Source B. Adjectives 'heavy' and 'chill' set the tone early on. The overall atmosphere of the piece is negative, despite the 'exhilaration' at the beginning of the journey. 'Heavy' and 'chill' are negative adjectives used.

There is no dialogue in Source B and the piece is less emotive. While it does create a picture of the scene for the reader, they are detached due to the language choices. By describing 'barges of commercial enterprise' the writer is informing the reader of facts and personal interest. There is no emotional connection, particularly for a modern reader. The modern reader would, however, be intrigued by the celebrity rowers falling out.

#### Student B

In Source A the reader is given an emotive, personal account of the writers' experiences on the water. The use of dialogue adds to the personal tone of the writing and the authors have included it to ensure the reader is able to experience the grim reality of rowing the Atlantic. Ben Fogle is known for being a nice guy and James is known for being a dedicated athlete. The conversation between the two of them is intriguing to the reader as it shows a negative experience and tension between them. The fact that James has to ask Ben shows how much the issues are impacting on him.

Negative lexical choices are also made in Source B. The overall atmosphere of the piece is negative, despite the 'exhilaration' at the beginning of the journey.

There is no dialogue in Source B and the piece is less emotive. While it does create a picture of the scene for the reader, they are detached due to the language choices. The writer is informing the reader of facts and personal interest. There is no emotional connection, particularly for a modern reader. The modern reader would, however, be intrigued by the celebrity rowers falling out.

**COPYRIGHT  
PROTECTED**



**Question 4: Sample Answers with Commentaries**

4. To answer this question, you need to include details from the whole of Source A and Source B. Write a comparison of how the two writers put across different experiences of rowing the Atlantic Ocean from different sources.

Remember to:

- Compare the experiences given in the two sources.
- Compare the techniques the writers use to portray their experiences.
- Use evidence to support your points from Source A and Source B.

**Student A**

In Source A the reader is given an emotive, personal account of the writers' experiences on the Atlantic Ocean. The use of adjectives such as 'worst' and the verbs, 'rowed' and 'ranting'. The use of dialogue adds to the personal tone of the writing and the author ensures the reader is able to experience the grim reality of rowing the Atlantic Ocean. Ben Fogle is known for being a nice guy and James is known for being a dedicated athlete. The conversation between the two of them is intriguing to the reader as it shows a negative experience and tension between them. The fact that James had to ask Ben shows how much the issues are impacting on him.

Negative lexical choices are also made in Source B. Adjectives 'heavy' and 'chill' set the tone early on and ensure the atmosphere of the piece is negative, despite the 'exhilaration' at the beginning of the journey. 'Heavy' and 'chill' are negative adjectives used.

There is no dialogue in Source B and the piece is less emotive. While it does create a picture of the rowers' experience, such as 'jug' and 'flowerpot', they are detached due to the language choices. By describing the rowers as 'a team of commercial enterprise' the writer is informing the reader of facts and personal interest. The piece lacks any emotional connection, particularly for a modern reader. The modern reader would, however, be intrigued by the celebrity rowers falling out.

**Level 4 – 16/16:** Comparison of ideas and viewpoints, evenly balanced between the two sources. The ideas have been presented. Well-chosen range of examples to support the comparison.

**Student B**

In Source A the reader is given an emotive, personal account of the writers' experiences on the Atlantic Ocean. The use of dialogue adds to the personal tone of the writing and the author ensures the reader is able to experience the grim reality of rowing the Atlantic Ocean. Ben Fogle is known for being a nice guy and James is known for being a dedicated athlete. The conversation between the two of them is intriguing to the reader as it shows a negative experience and tension between them. The fact that James had to ask Ben shows how much the issues are impacting on him.

Negative lexical choices are also made in Source B. The overall atmosphere is negative, despite the 'exhilaration' at the beginning of the journey.

There is no dialogue in Source B and the piece is less emotive. While it does create a picture of the rowers' experience, such as 'jug' and 'flowerpot', they are detached due to the language choices. The piece lacks any emotional connection, particularly for a modern reader. The modern reader would, however, be intrigued by the celebrity rowers falling out.

**Level 2 – 5/12:** Attempts at comparison of the language but points are severely limited. Highlighted differences, but again without evidence suitable reward.

**COPYRIGHT  
PROTECTED**



## INSPECTION COPY

- COPYRIGHT  
NOT DETECTED**



Practice Papers for GCSE AQA English Language Paper 2

[16 ma

**Question 4: Sample Answers with Commentaries**

5. 'Life is a journey, not a destination.' — Ralph Waldo Emerson

Write a blog post arguing whether or not you believe it is important to travel

[24 marks] for the creation of content

[16 marks] for the quality of writing

**Answer A**

After spending weeks, months, heck, years working towards our end of school exams we are now free. Do we want to spend my summer travelling around the world? Nope, not a little bit.

I want to spend time enjoying what I have right here in Norfolk. I want to surround myself with a day to day life. Life is a metaphor for a journey, it doesn't have to involve physical ones as well. What have we got?

Locally we have loads of things you can explore if that is an itch you feel you really need to scratch. Stay at home. Or even just around town in the skate park or down at the rec.

Why do people think that the grass is always greener on the other side? You don't have to be moving to find the answer or whatever excuse people come up with for spending hundreds of thousands of pounds. Just keep things simple and enjoy what we have?

**AO5 – Lower Level 3 (13/24):** Clear sentences that match purpose, form and audience. It is a range of connected ideas, but lacks a sense of direction.

**AO6 – Level 4 (11/16):** Well written, but lacks the conscious crafting needed for a high level response.

**Answer B**

After spending our whole lives working towards our end of school exams we are finally free. Freedom. There may be some that are excited for the freedom of being in the world without the responsibility of looming exams. Not me. I think it's better to stay at home and appreciate what I have.

So many teenagers today get insta-envy looking at the wild adventures of their friends. Look at all the exciting things they are doing or the places they are seeing. Are they having real connections with anyone? Are they enjoying their family? Or are they just strangers in a hostel dorm room? It's hard to remember your name in two weeks. Your best friends from home will remember you forever.

Travelling is as important as building yourself a home and a career. We need to cherish what we have. We need to be grateful for what is right in front of us. Not what we think.

**AO5 – Lower Level 4 (20/24):** Convincing argument. Well crafted. Matches purpose and audience. Developed content.

**AO6 – Level 4 (16/16)**

**COPYRIGHT  
PROTECTED**



## Mark Scheme

1. Read the first part of Source A again, from line 1 to line 7.

Put a tick in the box next to four statements that are true.

You will get one mark for each correct 'true' statement that you identify.

Assessment Objective being tested: AO1 – LITERAL comprehension and INFERENCE

James is frustrated.
James is happy with how things are going.
James has been working really hard.
James is proud of what they are achieving.
James doesn't think Ben is putting in enough effort.
James is happy to work harder than Ben.
James feels he is wasting his energy.
James likes to enjoy the view and not worry about rowing hard.

For all the remaining questions on the paper you do not get a mark for each point marks based on your answer as a whole.

The examiner will read your answer and decide which level descriptors best suit what you have written.

INSPECTION COPY

COPYRIGHT  
PROTECTED





2. You should include details from both Source A and Source B in your answer

Write about the different attitudes put across about being on the water show

Remember to:

- Summarise the different attitudes.
- Refer to both Source A and Source B.

Assessment Objective being tested: AO1 – LITERAL comprehension and INFERRING details and USING them as EVIDENCE to support your points.

Level	Key Level Descriptors Answers will show
<b>Level 4 – Evaluate</b> 'Perceptive' 'Summary' 7–8 marks	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> Subtle (not obvious or 'surface level') inferences <input type="checkbox"/> How the writers create different effects/portrayal <input type="checkbox"/> Relevant, well-chosen, and well-used quotations to support answering the question To move into this level, the answer must have at least secure Level 3.
<b>Level 3 – Analyse</b> 'Clear' 'Relevant summary' 5–6 marks	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> How the writers have made suggestions through information from both sources) <input type="checkbox"/> Clear inferences <input type="checkbox"/> How the writers create different effects / portrayal <input type="checkbox"/> Relevant quotations to support answering the question as focused as in a Level 4 answer To move into this level, the answer must have at least secure Level 2.
<b>Level 2 – Comment</b> 'Some' 'Attempts at summary' 3–4 marks	<input type="checkbox"/> Balance in quality for both sources to achieve the marks) <input type="checkbox"/> Attempts at commenting on how the writers have used the language used (inferring information from both sources) <input type="checkbox"/> Attempts at inferring <input type="checkbox"/> Some differences between the sources or different portrayals <input type="checkbox"/> Some relevant quotations, some may not be used to support answering the questions To move into this level, the answer must have at least secure Level 1.
<b>Level 1 – Simple Comment</b> 'Simple' 'Limited summary' 1–2 marks	<input type="checkbox"/> Simple comments on the sources <input type="checkbox"/> Simply repeating the source rather than inferring <input type="checkbox"/> Simple statements showing the differences between the sources A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> No marks	<input type="checkbox"/> Nothing to do with differences between the sources <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED




3. You should only include details from between line 10 and line 29 of Source

Write about how the extract uses language to portray the relationship between

Remember to:

- Write about language.
- Give examples from the text.

Assessment Objective being tested: AO2 – EXPLAIN, COMMENT ON and ANALYSE the writer's use of LANGUAGE to achieve effects and influence the reader, using subject terminology

Level	Key Level Descriptors Answers will show
<b>Level 4 – Analyse</b> 'Perceptive' 'Detailed'  <b>10–12 marks</b>	<input type="checkbox"/> How and why the writer has made those language choices effective <input type="checkbox"/> Relevant, well-chosen, and well-used quotations <input type="checkbox"/> Sophisticated and correct terminology To move into this level, the answer must have at least secure Level 3.
<b>Level 3 – Explain</b> 'Clear' 'Relevant' <b>7–9 marks</b>	<input type="checkbox"/> How the writer has made the language effective <input type="checkbox"/> Relevant quotations, although they may not focus on words <input type="checkbox"/> Accurate subject terminology To move into this level, the answer must have at least secure Level 2.
<b>Level 2 – Comment</b> 'Some' <b>4–6 marks</b>	<input type="checkbox"/> Attempts at commenting on what makes the language always be right <input type="checkbox"/> Some relevant quotations, some may not be used <input type="checkbox"/> Some subject terminology, not always used accurately To move into this level, the answer must have at least secure Level 1.
<b>Level 1 – Simple Comment</b> 'Simple' 'Limited' <b>1–3 marks</b>	<input type="checkbox"/> Simple understanding of language, but will not explain <input type="checkbox"/> Very simple comments on what makes the language effective <input type="checkbox"/> Simple references, or quotations <input type="checkbox"/> Simple subject terminology A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> <b>No marks</b>	<input type="checkbox"/> Nothing relating to language <input type="checkbox"/> Nothing at all!



COPYRIGHT  
PROTECTED





4. To answer this question, you need to include details from the whole of Source A and Source B.

Write a comparison of how the two writers put across different experiences from the two sources.

Remember to:

- Compare the experiences given in the two sources.
- Compare the techniques the writers use to portray their experiences.
- Use evidence to support your points from Source A and Source B.

Assessment Objective being tested: AO3 – COMPARE the ideas or viewpoints presented in the two sources. The way in which the ideas or viewpoints are presented.

Level	Key Level Descriptors Answers will show:
<b>Level 4</b>  'Perceptive' <b>13–16 marks</b>	<input type="checkbox"/> Comparison of ideas or viewpoints presented in BOTH sources <input type="checkbox"/> Analysis of how the writers have created/presented their experiences in BOTH sources <input type="checkbox"/> Analysis of why the writers have chosen the methods they have used <input type="checkbox"/> Relevant, well-chosen, and well-used range of examples from BOTH sources <input type="checkbox"/> Detailed answer, including the differences between the two experiences being shown in BOTH sources To move into this level, the answer must have at least secured Level 3.
<b>Level 3</b> 'Clear' 'Relevant' <b>9–12 marks</b>	<input type="checkbox"/> Comparison of ideas or viewpoints presented in BOTH sources <input type="checkbox"/> Explanation of how the writers have created/presented their experiences in BOTH sources <input type="checkbox"/> Relevant range of examples from BOTH sources <input type="checkbox"/> Clear answer, including the differences between the two experiences shown in BOTH sources, but lacks the level of detail required for Level 4 To move into this level, the answer must have at least secured Level 2.
<b>Level 2</b> 'Some' 'Attempts' <b>5–8 marks</b>	<input type="checkbox"/> Attempts at the comparison of ideas or viewpoints from BOTH sources <input type="checkbox"/> Comments on how the writers have created/presented their experiences in BOTH sources <input type="checkbox"/> Some relevant range of examples from BOTH sources, but not always relevant (or examples only come from one source) <input type="checkbox"/> Some differences between the ideas or viewpoints, but lacks the level of clarity required for Level 3 To move into this level, the answer must have at least secured Level 1.
<b>Level 1</b> 'Simple' 'Limited' <b>1–4 marks</b> 	<input type="checkbox"/> Simple comparison (with little or no referencing) of ideas or viewpoints from BOTH sources <input type="checkbox"/> Simple listing/noting of what the writers have done to create their experiences/viewpoints in BOTH sources <input type="checkbox"/> Simple examples, not always relevant (or examples only come from one source) A minimum of one box needs to be checked to achieve Level 1.
<b>Level 0</b> <b>No marks</b>	<input type="checkbox"/> Nothing offered about the differences <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED





5. 'Life is a journey, not a destination.' — Ralph Waldo Emerson

Write a blog post arguing whether or not you believe it is important to travel.

[24 marks] for the creative response  
[16 marks] for the structured response

Assessment Objectives being tested:


- AO5 How well you write and structure your answer.
- AO6 How accurately you write your answer (separate grid underneath)

Level		Key Level Description Answers Will
Creativity		
 <b>Level 4</b> <b>19–24 marks</b> <b>Creativity</b> 'Convincing' 'Compelling' <b>Structure</b> 'Structured' 'Developed' 'Complex and varied'	<b>Upper Level 4</b> <b>22–24 marks</b>	<input type="checkbox"/> Convincing and compelling writing throughout <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Manipulates the reader (to feel certain emotions, believe certain things etc.) <input type="checkbox"/> Techniques are used subtly to create effects <input type="checkbox"/> Ambitious and extensive vocabulary <input type="checkbox"/> Well-crafted linguistic devices throughout To move into this level, the answer must have at least one tick box checked and a secure lower Level 4.
	<b>Lower Level 4</b> <b>19–21 marks</b>	<input type="checkbox"/> Convincing writing <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Ambitious vocabulary <input type="checkbox"/> Well-crafted linguistic devices throughout To move into this level, the answer must have at least one tick box checked and a secure upper Level 3.
<b>Level 3</b> <b>13–18 marks</b> <b>Creativity</b> 'Clear' 'Consistent'  <b>Structure</b> 'Engaging' 'Connected'	<b>Upper Level 3</b> <b>16–18 marks</b>	<input type="checkbox"/> Clearly written and believable answers <input type="checkbox"/> Matches the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Sophisticated vocabulary <input type="checkbox"/> Appropriate linguistic devices To move into this level, the answer must have at least one tick box checked and a secure lower Level 3.

INSPECTION COPY

COPYRIGHT  
PROTECTED



Level		Key Level Answers
		Creativity
<b>Level 3</b> <b>13–18 marks</b> <b>Creativity</b> 'Clear' 'Consistent' <b>Structure</b> 'Engaging' 'Connected'	<b>Lower Level 3</b> <b>13–15 marks</b>	<input type="checkbox"/> Clearly written answers <input type="checkbox"/> Matches the purpose, form and audience <input type="checkbox"/> Appropriate vocabulary and linguistic devices To move into this level, the answer must have at least one tick box checked and a secure upper Level 2
 <b>Level 2</b> <b>7–12 marks</b> <b>Creativity</b> 'Some success' <b>Structure</b> 'Linked and paragraphed'	<b>Upper Level 2</b> <b>10–12 marks</b>	<input type="checkbox"/> Writing that mostly makes sense <input type="checkbox"/> Attempts to match the purpose, form and audience of the question with tone, style and register <input type="checkbox"/> Some variety in vocabulary and some linguistic devices To move into this level, the answer must have at least one tick box checked and a secure lower Level 2
	<b>Lower Level 2</b> <b>7–9 marks</b>	<input type="checkbox"/> Writing that sometimes makes sense <input type="checkbox"/> Attempts to match the purpose, form and audience <input type="checkbox"/> Attempts to use tone, style and register for this purpose <input type="checkbox"/> Occasional variety in vocabulary and some linguistic devices To move into this level, the answer must have at least one tick box checked and a secure upper Level 1
<b>Level 1</b> <b>1–6 marks</b> <b>Creativity</b> 'Simple' <b>Structure</b> 'Simple'	<b>Upper Level 1</b> <b>4–6 marks</b>	<input type="checkbox"/> Writing that is simple <input type="checkbox"/> Some awareness of purpose, form and audience, but no attempts to use tone, style and register for this purpose <input type="checkbox"/> Simple vocabulary choices and simple linguistic devices To move into this level, the answer must have at least one tick box checked and a secure lower Level 1
	<b>Lower Level 1</b> <b>1–3 marks</b>	<input type="checkbox"/> Writing that only occasionally makes sense <input type="checkbox"/> Occasional content that shows awareness of purpose, form and audience <input type="checkbox"/> Simple vocabulary A minimum of one box needs to be checked to achieve this level.
<b>Level 0</b> <b>No marks</b>		<input type="checkbox"/> Nothing meaningful <input type="checkbox"/> Nothing at all!

COPYRIGHT  
PROTECTED



Assessment Objective being tested: AO6 How accurately you write your answers

Level	Key Level Descriptors Answers will show:
<b>Level 4</b> <b>13–16 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are marked consistently and accurately</li> <li><input type="checkbox"/> Wide range of punctuation used accurately</li> <li><input type="checkbox"/> Full range of sentence forms/types used for effect (as appropriate)</li> <li><input type="checkbox"/> Standard English and controlled grammar used consistently</li> <li><input type="checkbox"/> Extensive and ambitious vocabulary, correctly spelt</li> </ul> <p>To move into this level, the answer must have at least one secure Level 3.</p>
<b>Level 3</b> <b>9–12 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are marked, mostly accurately</li> <li><input type="checkbox"/> Range of punctuation used, mostly accurately</li> <li><input type="checkbox"/> Variety of sentence forms for effect</li> <li><input type="checkbox"/> Standard English and controlled grammar used mostly</li> <li><input type="checkbox"/> Increasingly sophisticated vocabulary and correct spelling of more irregular words than Level 2</li> </ul> <p>To move into this level, the answer must have at least one secure Level 2.</p>
<b>Level 2</b> <b>5–8 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are marked, sometimes accurately</li> <li><input type="checkbox"/> Range of punctuation used, sometimes accurately</li> <li><input type="checkbox"/> Variety of sentence forms used, sometimes accurately</li> <li><input type="checkbox"/> Standard English used occasionally</li> <li><input type="checkbox"/> Varied vocabulary and correct spelling of more common words</li> </ul> <p>To move into this level, the answer must have at least one secure Level 1.</p>
<b>Level 1</b> <b>1–4 marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are sometimes marked, sometimes accurately</li> <li><input type="checkbox"/> Simple sentence forms used</li> <li><input type="checkbox"/> Standard English used rarely</li> <li><input type="checkbox"/> Simple vocabulary and correct spelling of basic words</li> </ul> <p>A minimum of one box needs to be checked to achieve Level 1.</p>
<b>Level 0</b> <b>No marks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quality of writing is so poor that the answer cannot be marked</li> <li><input type="checkbox"/> Nothing at all!</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

