

WEEK: 22

Week Beginning: (17th August 2020)

Subject: ENGLISH

Year: GCSE

Lesson Objective:

- Reviewing the mark schemes for your modern texts, as well as reading through examiner reports
- Begin to understand how to answer exam styled questions, and what examiners are expecting from your answer

Keywords/ Concepts

- Exam Styled questions
- GCSE mark schemes

Class Worksheets

- Mark schemes

Homework Worksheets

- Read onto chapter/act 3 and begin further planning on exam questions.

Additional Notes

AQA Examiner report (will be covered in class also)

<https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-87022-WRE-JUN18.PDF>

IC: <https://www.physicsandmathstutor.com/english-revision/gcse-aqa/an-inspector-calls/>

AQA Mark Scheme

MARK SCHEME – GCSE ENGLISH LITERATURE – PAPER 2 – 8702/2 – SPECIMEN

Section A: Modern texts Questions 1–24 (30 marks – AO1=12, AO2=12, AO3=6)

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> Critical, exploratory, conceptualised response to task and whole text Judicious use of precise references to support interpretation(s) 	<p>At the top of the level, a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.</p> <p>At the bottom of the level, a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and /or contexts.</p>
	AO2	<ul style="list-style-type: none"> Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task 	
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s) 	<p>At the top of the level, a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.</p> <p>At the bottom of the level, a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task 	
Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> Clear, explained response to task and whole text Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> Clear explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> Some explained response to task and whole text References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> Explained/relevant comments on writer's methods with some relevant use of subject terminology Identification of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task 	

Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	<ul style="list-style-type: none"> Supported response to task and text Comments on references 	<p>At the top of the level, a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of effects of deliberate choices made by writer with some reference to subject terminology. Awareness of some contextual factors.</p> <p>At the bottom of the level, a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making choices and/or awareness of contexts.</p>
	AO2	<ul style="list-style-type: none"> Identification of writers' methods Some reference to subject terminology 	
	AO3	<ul style="list-style-type: none"> Some awareness of implicit ideas/contextual factors 	
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none"> Simple comments relevant to task and text Reference to relevant details 	<p>At the top of the level, a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit.</p> <p>At the bottom of the level, a candidate's response will show some familiarity with the text.</p>
	AO2	<ul style="list-style-type: none"> Awareness of writer making deliberate choices Possible reference to subject terminology 	
	AO3	<ul style="list-style-type: none"> Simple comment on explicit ideas/contextual factors 	
0 marks	Nothing worthy of credit/nothing written		

Edexcel Mark Scheme

In responses to the following question for AO1, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence of a personal response and a critical style to meet the criteria for each level.

Level	Mark (32 marks)	Descriptor Bullets 1 and 2 – AO1 (16 marks), Bullets 3 and 4 – AO3 (16 marks)
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> The response is simple with little personal response and little relevant supporting reference to the text. There is little evidence of a critical style and little relevant supporting reference to the text. Little awareness of relevant contexts is shown. There is little comment on the relationship between text and context.
Level 2	7–12	<ul style="list-style-type: none"> The response may be largely narrative but has some elements of a personal response, there is some reference to the text without consistent or secure focus. There is some evidence of a critical style and there is some reference to the text without consistent or secure focus. Some awareness of relevant contexts is shown. There is some comment on the relationship between text and context.
Level 3	13–19	<ul style="list-style-type: none"> The response shows a relevant personal response, soundly related to the text with focused supporting textual references. There is an appropriate critical style, with comments showing a sound interpretation with focused supporting textual references. Sound comment is offered on relevant contexts. There is relevant comment on the relationship between text and context.
Level 4	20–26	<ul style="list-style-type: none"> The response has a developed personal response and thorough engagement, fully related to the text with well-chosen references to the text. The critical style is sustained and there is well-developed interpretation with well-chosen references to the text. Sustained comment is offered on relevant contexts. There is detailed awareness of the relationship between text and context.