**AQA Language Paper 1 Mark Scheme:**

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| **QUESTION 2** | | | |
|  | **Use of subject terminology** | **Use of textual detail (quotes)** | **Inference and analysis of the writer’s choices of language** |
| 1-2 | Simple, not always accurate | Simple, limited | Simple, limited, mostly paraphrasing/stating the obvious |
| 3-4 | Some, mostly accurate | Some, appropriate | Attempts to comment on the effect |
| 5-6 | Clear and accurate | A range, relevant | Clearly explains the effects |
| 7-8 | Sophisticated and accurate use of subject terminology | A judicious (well-chosen) range | Analyses the effects |

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| **QUESTION 3** | | | |
|  | **Use of subject terminology** | **Use of textual detail (quotes)** | **Inference and analysis of the writer’s choices of structure** |
| 1-2 | Simple, not always accurate | Simple, limited | Simple, limited, mostly paraphrasing/stating the obvious |
| 3-4 | Some, mostly accurate | Some, appropriate | Attempts to comment on the effect |
| 5-6 | Clear and accurate | A range, relevant | Clearly explains the effects |
| 7-8 | Sophisticated and accurate use of subject terminology | A judicious (well-chosen) range | Analyses the effects |

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| **QUESTION 4** | | | | | | | | | | | | | | |
|  | | **Evaluation and focus on the question** | | | | | **Use of textual detail (quotes)** | | | **Inference and analysis of the writer’s choices of language and structure** | | | | |
| 1-5 | | Simple, limited | | | | | Simple, limited | | | Simple, limited, mostly paraphrasing/stating the obvious | | | | |
| 6-10 | | Some evaluation, some focus on the question | | | | | Some, appropriate | | | Attempts to comment on the effect | | | | |
| 11-15 | | Clear and relevant evaluation and focus on the question | | | | | A range, relevant | | | Clearly explains the effects | | | | |
| 16-20 | | Critical and perceptive/detailed; a convincing response to the focus of the question | | | | | A judicious (well-chosen) range | | | Analyses the effects | | | | |
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| **QUESTION 5** | | | | | | | | | | | | | | | |
| **AO6: Technical Accuracy. Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.** | | | | | | | | | | | | | | | |
|  | **Sentences** | | | | | **Punctuation** | | | **Use of Standard English** | | | **Spelling** | | **Vocabulary** | |
| 1-4 | Some demarcation, simple range | | | | | Some evidence | | | Occasional, limited control | | | Accurate basic spelling | | Simple | |
| 5-8 | Attempts a variety, secure and sometimes accurate demarcation | | | | | Some control, a range | | | Some use and control | | | Mostly accurate, some accuracy of high level words | | Varied | |
| 9-12 | A variety, used for effect, mostly accurate demarcation | | | | | A range, mostly successful | | | Consistent, appropriate, secure control of complex grammar | | | Generally accurate, including complex and irregular words | | Sophisticated | |
| 13-16 | A full range, used for effect, accurate demarcation | | | | | Wide range, high level of accuracy | | | Consistent, appropriate, secure control of complex grammar | | | Accurate, including ambitious vocabulary | | Extensive, ambitious | |
| **AO5: Content and Organisation. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.** | | | | | | | | | | | | | | | | |
|  | | | | **Register** | **Purpose** | | | **Vocabulary and language devices** | | | **Structural features** | | **Use of ideas** | | | |
| Simple, limited 1-6 | | | | Simple awareness of audience | Simple awareness | | | Simple | | | No paragraphs, basic organisation | | One or two simple but relevant ideas | | | |
| 7-9 | | | Some success | Attempts to match register to audience | Attempts to match purpose | | | Some variation of vocabulary, some language devices | | | Attempts to use structural features, some paragraphing (not always accurate) | | Some linked and relevant ideas | | | |
| 10-12 | | | Some sustained attempt to meet needs of audience | Some sustained attempt to match purpose | | | Conscious use of vocabulary, some use of linguistic devices | | | Some use of structural features, some use of paragraphs, some discourse markers | | Increasing variety of linked, relevant ideas | | | |
| 13-15 | | | Consistent, clear | Generally matched to audience | Generally matched to purpose | | | Vocabulary clearly chosen for effect, appropriate use of language devices | | | Usually coherent paragraphs, a range of discourse markers | | Connected ideas, engaging | | | |
| 16-18 | | | Consistently matched to audience | Consistently matched to audience | | | Increasingly sophisticated vocabulary and phrasing, chosen for effect, a range of successful language devices | | | Effective, coherent paragraphs, integrated discourse markers | | Clear, connected ideas, engaging | | | |
| 19-21 | | | compelling, convincing | Consistently matched to audience | Convincingly matched to purpose | | | Extensive vocabulary, conscious crafting of linguistic devices | | | Varied and effective structural features, consistently coherent use of paragraphs, integrated discourse markers | | Highly engaging, a range of complex ideas | | | |
| 22-24 | | | Convincing and compelling | Assuredly matched to purpose | | | Extensive and ambitious vocabulary, sustained crafting of linguistic devices | | | Varied and inventive use of structural features, fluently linked paragraphs with seamlessly integrated discourse markers | | Compelling, incorporating a range of convincing and complex ideas | | | |