**J351/01 English Language**

**Q1a** (**2 marks) “Give two quotations…”** Accept minor slips in quotations and quotations provided without quotation marks. Candidates must show that each quotation has been separately identified. **Do not accept** indiscriminate copying of longer quotations with the correct answer/s embedded.

Award **one** mark if a candidate identifies two correct quotations as one answer.

**Q1 b (2 marks) “Explain the way….”**

Award **one** mark for answers which provide relevant quotations without an explanation of how the effect is achieved.

**Q2**

***SKILLS:***

***AO1ii: Select and synthesise evidence from different texts.***

Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.

**Level 3 (5–6 marks)**

• A detailed response which shows a secure ability to synthesise appropriate ideas and evidence from both texts, showing perceptive understanding of similarities including conceptual ideas.

**Level 2 (3–4 marks)**

• A response which shows some ability to make connections between ideas and evidence from both texts, showing clear awareness of similarities. The ideas and evidence selected may not be equal across both texts.

**Level 1 (1–2 marks)**

• A response which shows limited ability to select and make connections between evidence from both texts, showing little awareness of. The evidence selected is likely to focus on more obvious, surface features of the texts and may be imbalanced across the texts.

**0 marks**

No response or no response worthy of credit.

**Q3**

***SKILLS:***

***AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.***

Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.

**Level 6 (11–12 marks)**

• A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates’ analysis of both language and structure is consistent and detailed.

• Precisely–selected and integrated subject terminology deployed to enhance the response.

**Level 5 (9–10 marks)**

• An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader.

• Candidates’ analysis of both language and structure is reasonably detailed and balanced.

• Well–chosen subject terminology integrated into explanations.

**Level 4 (7–8 marks)**

• A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader.

• Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.

• Relevant terminology should be used to develop ideas.

**Level 3 (5–6 marks)**

• A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to language and structure but may not give a full explanation of the effects of both.

• Some use of relevant subject terminology to support ideas.

**Level 2 (3–4 marks)**

• A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader.

• Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.

• Some use of subject terminology, though it may not always be relevant.

**Level 1 (1–2 marks)**

• A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader.

• Little or no use of subject terminology.

**0 marks**

No response or no response worthy of credit.

**Q4**

***SKILLS:***

***AO4 (12 marks) Evaluate texts critically and support this with appropriate textual references.***

Where the candidate’s answer consistently meets the criteria, the higher mark should be awarded.

**Level 6 (11–12 marks)**

• A sustained critical evaluation demonstrating a perceptive and considered response to the statement and a full explanation of the impact of the texts on the reader.

• Comments are supported by apt, skilfully selected and integrated textual references.

**Level 5 (9–10 marks)**

• An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader.

• Comments are supported by persuasive textual references.

**Level 4 (7–8 marks)**

• A response with developed evaluative comments addressing the statement and some comments about the impact on the reader.

• Comments are supported by well–chosen textual references

**Level 3 (5–6 marks)**

• A response with clear evaluative comments and some awareness of the impact on the reader.

• Comments are supported by appropriate textual references.

**Level 2 (3–4 marks)**

• A response with straightforward evaluative comments and a little awareness of the impact on the reader.

• Comments are supported by some appropriate textual references.

**Level 1 (1–2 marks)**

• A limited description of content.

• Comments are supported by copying or paraphrase.

**0 marks**

No response or no response worthy of credit.

**AO3 (6 marks) *Compare writers’ ideas and perspectives as well as how these are conveyed across two or more texts.***

**Level 6 (6 marks)**

• A detailed, interwoven comparison which explores writers’ ideas and perspectives and how they are conveyed.

**Level 5 (5 marks)**

• A sustained comparison of writers’ ideas and perspectives and how they are conveyed.

**Level 4 (4 marks)**

• A developed comparison of writers’ ideas and perspectives and how they are conveyed.

**Level 3 (3 marks)**

• A clear comparison of writers’ ideas and perspectives which begins to consider how they are conveyed.

**Level 2 (2 marks)**

• A response which identifies main points of comparison between writers’ ideas and perspectives.

**Level 1 (1 mark)**

• A response which makes simple points of comparison between writers’ ideas and perspectives.

**0 marks**

No response or no response worthy of credit.