**AQA ENGLISH LANGUAGE PAPER 2 RUBRIC**

**QUESTION 1 /4**

|  |  |  |  |
| --- | --- | --- | --- |
| **QUESTION 2 Write a summary of differences and similarities between the two texts. YOU DO NOT NEED TO ANALYSE HERE** | | | |
|  | **How well you have understood the differences and similarities between texts** | **How well you have used references/ textual detail (quotes) relevant to the question** | **How well you have made inferences from both texts** |
| 1-2 | Simple difference between text | Simple, limited from one or both texts | Mostly paraphrasing/stating the obvious |
| 3-4 | Some difference(s) between texts | Some, appropriate from one or both texts | Attempts some inference(s) from one/both texts |
| 5-6 | Clear differences between texts | A range, relevant to the focus of the question | Clear inferences from both texts |
| 7-8 | Perceptive differences between texts | A judicious (well-chosen) range relevant to the focus of the question | Perceptive inferences from both texts |

|  |  |  |  |
| --- | --- | --- | --- |
| **QUESTION 3 How does the writer use language to describe something (metaphors, similes, alliteration, onomatopoeia, personification, specific words and phrases etc)** | | | |
|  | **Use of subject terminology (see above)** | **How well you have used textual references/ quotations** | **Inference and analysis of the writer’s choices of language**  How well you have explained the writer's use of language |
| 1-3 | Simple, not always accurate | Simple, limited | Simple, limited, mostly paraphrasing/stating the obvious |
| 4-6 | Some, mostly accurate | Some, appropriate | Attempts to comment on the effect of the language choices |
| 7-9 | Clear and accurate | A range, relevant | Clearly explains the effects of the language choices |
| 10-12 | Sophisticated and accurate use of subject terminology | A judicious (well-chosen) range | Effectively analyses the effects of the language choices |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **QUESTION 4 How are the writers’ attitudes/perspective different AND what methods do they use to show their point of view. Refer to both Language and Structure choices.** | | | | | | | | | | | | | | | | | | |
|  | | **Comparison of ideas** | | | | **How well you have understood the different ideas and perspectives in the texts** | | | | **How well you have selected textual detail (quotes)** | | | | **Identification and analysis of the writer’s methods (language and structure)** | | | | |
| 1-4 | | Simple, limited cross reference | | | | Simple awareness of ideas and/or perspectives | | | | Simple, limited from one or both texts | | | | Simple identification | | | | |
| 5-8 | | Attempts to compare ideas and perspectives | | | | Identifies some different ideas and perspectives | | | | Some, appropriate, not always supporting from one or both texts | | | | Some comment on how writers’ methods are used | | | | |
| 9-12 | | Clear and relevant comparison | | | | Clear understanding of different ideas and perspectives in both texts | | | | A range, relevant from both texts | | | | Explains clearly how writers’ methods are used | | | | |
| 13-16 | | Critical and perceptive/detailed | | | | Detailed understanding of different ideas and perspectives in both texts | | | | A judicious (well-chosen) range from both texts | | | | Analyses how writers’ methods are used | | | | |
| **QUESTION 5 WRITING (SAME RUBRIC FOR PAPER 1 AND PAPER 2)**  **AO6: Technical Accuracy. Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.** | | | | | | | | | | | | | | | |
|  | | **Sentences - How accurately you put together your sentences, and mark where they begin and end. (This is called 'sentence demarcation').** | | | | | **Punctuation - How accurately you use punctuation, and how wide a range you can control.** | | | **Use of Standard English -How much of your writing is in Standard English (for example, not inappropriate or overly informal slang), and how your grammar use matches this.** | | **Spelling - How accurate your spelling is.** | | | **Vocabulary - The range of vocabulary you choose and its effect.** |
| 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**  **How well your writing is matched to the purpose - for example, if the task asks you to write a speech, how well it is written in the style of speech, and whether it does the things a speech should.** | | **Purpose** | | **Vocabulary and language devices**  **The range of vocabulary and linguistic devices (repetition, metaphor, emotive language, etc) you use, and how accurately you use them.** | | | **Structural features**  **How well your writing is organised and structured.** | | | **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 | | |