

Model answers for AQA GCSE English Language Paper 2 – November 2020

2. You need to refer to **Source A** and **Source B** for this question.

Both writers are accompanied by another person on their adventure: Simon in Source A, and Marius in Source B.

Use details from both sources to write a summary of what you understand about the differences between the two companions, Simon and Marius.

[8 marks]

3-4 marks/Level 5

In Source A the writer is rude about his companion and doesn't seem to like him, whereas in Source B the writer likes, and is thankful for, her companion. In Source A, the writer says he "swore Simon's character to the devil" showing how upset he was with him. On the other hand, the writer in Source B comments that "Marius had kindly put my rug in a corner of the floor" showing that she appreciated the things he did for her.

In Source A, the writer describes his companion causing him pain and seeming to not care whereas in Source B the writer identifies that the companion takes a lot of care for her. In Source A, the writer notes that "Simon let me slide faster than I had expected and, despite my cries of alarm and pain, he had kept the pace of descent going" showing that he is not thinking carefully about the writer's safety. However in Source B, the writer identifies that "There were two places where Marius literally pulled me up like a parcel" showing the extra care and attention he is giving to the writer in comparison.

5-6 marks/Level 7

Both writers describe a close relationship with the person they are climbing with. However in Source A the writer begins to hate Simon whereas in Source B the writer is always thankful for Marius' support. In Source A, the writer describes that he "swore Simon's character to the devil" during the painful climb, even though he was trying to help him. In a different way, the writer of Source B explains that she "found that Marius had

English Language Gcse Model Answers

Rick Davis



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Geography AQA John Hancock,2006 Written by examiners and practising teachers this work offers study and homework support throughout GCSE It is useful as a reference source a lesson back up and as a revision guide

Biology Ian Honeysett,2007-09 Written by examiners and practicing teachers each book in this series contains activities and useful features intended to aid understanding Knowledge is tested throughout with progress checks at the end of every chapter and practice questions at the end of each section

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Teach to the Top: Aiming High for Every Learner Megan Mansworth,2021-09-17 Teach to the Top is a research informed guide to aspirational teaching focusing on how embedding higher level knowledge in the classroom empowers students to succeed and to enjoy learning Questioning existing orthodoxies around ability Teach to the Top sets out a vision for an education system in which pupils of all attainment levels are enabled to make fantastic progress by being exposed to sophisticated concepts and afforded opportunities to think deeply and grapple with stimulating ideas Making a convincing case for the centrality of subject knowledge the book also shows how affording teachers the professional autonomy to participate in continual development of their own knowledge benefits both teachers and students As well as engaging critically with a wealth of educational research Teach to the Top outlines a plethora of research informed strategies for teaching to the top Topics include embedding advanced knowledge in curriculum planning approaches to challenging classroom talk the fundamental importance of increasing learners confidence the dangers of differentiation and grade focused feedback and the value of an adaptable approach to planning Both thoughtful and practical Teach to the Top develops a persuasive justification for the entitlement of every child to higher level knowledge alongside providing teachers with a range of practical suggestions and questions for reflection to enable the application of this philosophy to their own classrooms

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Huh: Curriculum conversations between

subject and senior leaders John Tomsett, Mary Myatt, 2021-09-18 Schools need to have purchase on the curriculum why they teach the subjects beyond preparation for examinations what they are intending to achieve with the curriculum how well it is planned and enacted in classrooms and how they know whether it is doing what it is supposed to Fundamental to this understanding are the conversations between subject leaders and their line managers However there is sometimes a mismatch between the subject specialisms of senior leaders and those they line manage If I don't know the terrain and the importance of a particular subject how can I talk intelligently with colleagues who are specialists This book sets out to offer some tentative answers to these questions Each of the national curriculum subjects is discussed with a subject leader and provides an insight into what they view as the importance of the subject how they go about ensuring that knowledge understanding and skills are developed over time how they talk about the quality of the schemes in their departments and what they would welcome from senior leaders by way of support We have chosen this way of opening up the potentially difficult terrain of expertise on one side and relative lack of expertise on the other by providing these case studies They are suggested as prompts rather than the last word Informed debate is after all the fuel of curriculum development And why Huh Well Huh may be John's first response when he walks into a Year 8 German class but in fact we chose Huh as the title of our book as he is the Egyptian god of endlessness As Claire Hill so eloquently comments in her chapter Curriculum development is an ongoing process it is not going to be finished ever And we believe that Huh captures a healthy and expansive way of considering curriculum conversations

British Book News British Council, 1992 Includes no 53a British wartime books for young people

The Multimedia and CD-ROM Directory, 1998

The SAGE Handbook of Gifted and Talented Education Belle Wallace, Dorothy A. Sisk, John Senior, 2018-11-20 The SAGE Handbook of Gifted Talented Education provides a comprehensive and international overview of key challenges and issues in the field of gifted education making this an invaluable volume for individuals in the fields of education public and private school administration psychology and beyond Containing contributions by a range of expert authors from around the world chapters include discussions of the wide range of human abilities and talents which impinge upon academic success with explorations of various political social and economic factors which influence how giftedness and gifted education is defined and understood in different regions around the globe

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The Times Index, 2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement

The Complete Guide to Becoming an English Teacher Stephen Clarke, Paul Dickinson, Jo Westbrook, 2004-03-22 I could not help but admire the breadth and scope of this text This is a book I would recommend to all no matter what route they take to train as a teacher of English It is aimed at secondary teachers but would be equally useful

for those preparing to teach in further education Not only does it provide concise and balanced accounts of key pedagogic issues it also includes a range of interesting and engaging lesson suggestions This book does cover a lot of ground with excellent chapters on planning assessment teaching reading and teaching poetry This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate Read the full review as posted on the ESCalate website the Education Subject Centre for the Higher Education Academy If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Compiled by a team of university lecturers it admirably demonstrates the way theory and practice can combine to illuminate the carried demands of being and English Teacher today Geoff Barton Times Educational Supplement Teacher Magazine I was most impressed Anyone following the modules as they are would learn a huge amount and benefit so much from them Donna Bryant Deputy Head Camborne School and Community College Cornwall The activities were both challenging and rewarding These would be useful and would promote self reflection and the notions of personal progression and goal setting for the student Alan Jones Assistant Headteacher Simon Langton Boys School Canterbury This is a complete guide to how to become a successful teacher of English in secondary school The book enables readers to design a tailor made programme to suit their individual needs as a student teacher Either the learner or the tutor can select or combine units and activities and there is no assumption of prior knowledge This book is based on innovative teaching material developed by four institutions of higher education which has been used to develop student teachers Based on proven teaching success and the authors own experiences of teaching English in secondary schools the book s key features include full coverage of the Revised Standards for Qualified Teacher Status including creative approaches to delivering the framework for teaching English years 7 8 and 9 the cultural historical social and political models which support the English teaching curriculum English teaching for the development of an on going working pedagogy recognizing the need for dialogue and interaction with both theory and practice Inclusion Equal Opportunities Assessment and ICT included throughout with recognition of the importance of digital literacies This is an essential book for English student teachers on flexible graduate registered training schemes and traditional PGCE programmes It is an essential resource guide for their tutors for practising English teachers who want to update their skills and for those doing Continuing Professional Development Diplomas Masters Level work or PhDs

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Youth Cohort Study Department for Education and Employment Staff,1996

Dyslexia and Learning Style Tilly Mortimore,2008-07-08 The second edition of this highly successful book Dyslexia and Learning Style builds on the latest research to extend its practical evidence based approach to learning style in the educational environment Containing a response to the most recent critical insights into style theory and new suggestions for practical work for students within a range of educational contexts this book remains essential for any teacher wishing to use awareness of style preferences to ensure that all students are helped to succeed Recent government policy emphasises inclusive teaching for all and personalised learning This means that all teachers need to consider how they can adapt the ways in which they teach to maximise success for all learners The first section of this practical book provides an overview of the latest research into both dyslexia and learning style and how pupils should be helped to consider the ways in which they can take responsibility to make use of their style preferences to learn effectively The second section provides ways in which style preferences can be established It offers techniques to help students absorb process and create responses to information across the curriculum It suggests practical ways in which teachers can adapt material to make it accessible to a range of learners and provides activities to help students develop a more flexible approach to learning throughout their studies in school and higher education

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