

# AQA LANGUAGE PAPER 2 EXAM FEEDBACK



- Ensure students understand how to shade the circles correctly for Question 1.
- Students should not write T or F next to the statements.

- Students should focus on identifying clear differences/similarities between the text, which they are then able to infer meaning from.
- Students should be reminded that they will need to look closely for information, as they will not necessarily be a wealth to choose from.
- Students should be reminded that they must infer, or they are limiting themselves to Band 1.
- Check the question focus. Many students wrote about similarities NOT differences.
- Read the question, students wrote about the wrong topic, didn't read the question properly - even after they'd highlighted it!
- Referring to the time periods is not in itself a valid difference.
- Students should be prepared to respond to the precise focus of the task



- Students should understand that the key to success in Question 3 is to focus on comments on the *effects* of language.
- The clear message is that the subject terms can only ever enhance the language analysis and cannot replace it. The best responses explore in detail the effect of specific words and phrases.
- Elaborate subject terms can be over-used and misunderstood
- Giving students a specific extract to select language examples gave them a useful focus
- Students should only analyse at a sentence level if they are sure they have something pertinent to say.
- Students should make sure their analysis is in context e.g. analysing the word but not in terms of its relevance in the quote e.g. The writer uses the abstract noun "love" to show that Heritage loves his son (quote: he loves to run)

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Q4

- Students must comment on methods so that they don't lose marks.
- Responses can be structured loosely and still be highly effective
- Students should be encouraged to engage with a wider variety of methods
- Introductions are not needed and rarely achieve marks. Students should go straight into the answer.
- Students should have a variety of synonyms at their disposal. E.g. happy, sad, positive, negative - all of these are "some". We need to explicitly teach vocabulary to our students
- Students should be wary of doing too much. It is better to focus in on one comparison than do lots badly.
- Comparison needs to be explicit, saying "however, in source B..." is not direct comparison of ideas/methods.
- Students should avoid the over-use of embedded quotations. Often they are used with no real understanding or analysis.
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- To write less and to craft their writing more would be useful advice for all.
- Students should be careful when using mnemonics as it may hinder their creativity.
- Students should consider whether the use of statistics and experts is useful to their argument.
- Planning is recommended to produce a coherent structure or argument.
- Responses should be well-structured and considered – quality over quantity.
- Students should stick to one side of the argument.
- Students should consider how to create an inventive structure for their argument.

Q5

AO6

- Students should spend less time writing longer responses and more time checking, proofreading and improving their work for technical accuracy.
- Avoid formulaic use of linguistic devices
- Students should be encouraged to plan and incorporate more structural features.