

## Question 4 of the AStar Exam

Question 4 is based on [question 4 in AQA GCSE paper 2](#)

It is for **16 marks**

The question is a [comparison](#) of the whole of [source A](#)  
and the whole of [source B](#)

It will focus on the authors, what their [perspectives](#) are  
and how they [convey](#) them

It combines skills you have used in question 2 and  
question 3.

### Perspective & Context

In question 4, always use the **blurbs**. This is the **information at the top of the text**. It tells you about **who** is writing, **when** they are writing and **who** they are **writing to**.

This information can all be used to **compare perspective**.

For example a Victorian perspective will be different to a modern one, a women may have a different perspective to a man and a journalist may have a different perspective and motivation to someone writing a private diary.

### Focus on the text as a whole

**Equally, when it comes to writing about techniques and how the authors convey their messages, you should focus on the text as a whole.**

**What is the **tone** of the text?**

**Is there anything interesting about the **structure** and does this show any **change** in perspective as the text progresses?**

**When focusing on language, you should start by focusing on the text as a whole but you can still then **zoom into** individual lines and words.**

## Question 4 of the AStar Exam

**People often think that question 4 is the same as question 2 but this is NOT true.**

**In question 2, the author is irrelevant and you are merely focused on one element of the source. You should not mention language in question 2.**

**In question 4, it is entirely about the **author** and the **entire source**. Language also plays a vital part.**

## **Read the Question!**

**The question may say that you are focusing on **similarities** of the authors perspective or it may say that you are focusing on **differences**. However, even if the **perspectives of the author are similar, the way they convey it will always be different.****



**You should aim to complete this question in around**

**20 minutes**

**and there are 4 main areas you need to focus on (theoretically this could be 4 paragraphs though you may write a couple of detailed in depth ones).**

**The 4 areas are:**

- **the perspective in source A**
- **how this is conveyed**
- **the perspective in source B**
- **how that is conveyed.**

**It is vital to include comparison.**

## Question 4 of the AStar Exam: Structure

You could either structure this answer by **going back and forth** or you could **first write about source A and then source B**.

As with other questions, an **introductory** and **conclusionary** comparative sentence can help add flow and cohesion of your answer.

**Example:**

**intro:** Throughout both sources, the authors show different perspectives of their interactions with elephants caused by their different levels of experience. In source A...

**conclusion:** Overall this leads us to the great irony of both sources, that in source A Orwell has no wish to shoot the elephant but is left with "only one alternative whereas in source B, Bartlett shows no emotion applying for a "gun" but ends up selling the elephant instead.

## Question 4 of the AStar Exam: Final Tips

- Make sure you are **judicious** with your **quotations** and only quote what you need and nothing more.
- In this case, the **author is the subject of the question** so make them the subject of your sentences in your answer. You can either state "the author" or use their surname.
- Make sure you use **clear comparatives** at all points and remember that **clarity is key** in order to get to the pass grade.
- When **inferring the intentions** of the authors, remember that we can't get inside their heads so as long as there is a **justification to your interpretation** of their perspectives, you can score well.



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## Question 4: Example Question

**4) For this question, you need to refer to the whole of Source A, together with the whole of Source B.**

**Compare** how the writers **convey** their **different attitudes to the elephants**.

**In your answer, you could:**

- **compare their different attitudes to elephants**
- **compare the methods the writers use to convey their attitudes**
- **support your response with references to both texts.**

**(16)**

## Question 4: Breakdown

While a few words of the question may change from one exam to the next, **this question structure and the amount of marks it is for will always stay the same.**

It will always focus on the **whole of both sources and always be a comparison about authors' attitudes and how they are conveyed**; in this case in regards to the elephants.

In this case the attitudes are different.

The three **bullet points** will always be more or less the same but **read them carefully** as they will help you recall the marks scheme for the question.

**AO3:**

**Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts**



## Level Descriptors

**Level 4 Perceptive (grades 8-9), perceptive, detailed comparison 13-16 marks**

**Compares ideas and perspectives in a perceptive way**

**Analyses how writers' methods are used**

**Selects a range of judicious supporting detail from both texts**

**Shows a detailed perceptive understanding of the different ideas and perspectives in both texts**

**At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors**

**Extract of example answer:**

*From the start, Orwell establishes that he is indecisive in his attitude towards the elephant, as he 'did not know what [he] could do,' arming himself with a weapon that could only shock not kill it. Orwell structures the text in order to lead the reader gradually from his position of 'perfect certainty' that he 'ought not to shoot' the elephant, through his repeated statements, 'but I did not want to shoot the elephant' to the inevitable conclusion where the reader shares his realisation that 'there was only one alternative,' reinforcing Orwell's reluctance. His indecision contrasts with Bartlett's certainty that he must be prepared to kill the elephant. His factual language 'I made an application to the council to be supplied with a powerful enough rifle...' reinforces the rational approach he takes to this task, again contrasting with Orwell's more emotional response. Bartlett, despite the emotional attachment he has to Jumbo, considers it his official duty to protect the public from the violent and unpredictable behaviour of the elephant in a decisive plan to shoot him.*



## Level Descriptors

**Level 3 (grades 5 to 7) Clear, relevant comparison 9-12 marks**

**Compares ideas and perspectives in a clear and relevant way**

**Explains clearly how writers' methods are used**

**Selects relevant detail to support from both texts**

**Shows a clear understanding of the different ideas and perspective in both texts**

**At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors**

**Extract of example answer:**

*The writer of Source A has no plan to shoot the elephant, as the rifle he takes with him is too small for the job. The writer sets out how confused he feels from the start as he says 'I did not know what I could do.' Throughout the text his view shifts from being determined 'I knew with perfect certainty that I ought not to shoot him' to the final line where the reader realises he has to shoot the elephant. On the other hand, Bartlett makes it clear that he plans to shoot Jumbo as soon as he sees there is a risk to the public. Bartlett states 'I made an application to the council to be supplied with a powerful enough rifle...' The formal language reflects his important position at the zoo and his calm approach, as he feels it is his responsibility to deal with the elephant's violent behaviour.*

### Level 2 Some, attempts 5-8 marks

**Attempts to compare ideas and/or perspectives**

**Makes some comment on how writers' methods are used**

**Selects some appropriate textual detail/references, not always supporting from one or both texts**

**Shows some understanding of different ideas and/or perspectives**

**At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors**

### Extract of example answer:

*The writer of Source A doesn't really want to kill the elephant. He says at the start of the text 'I did not know what I could do' which shows that right from the beginning the reader knows he doesn't want to do it and that makes us feel sorry for him. On the other hand, the writer in Source B wants to kill the elephant because he thinks it is dangerous and might hurt people. He says 'I made an application to the council to be supplied with a powerful enough rifle in the event of finding it necessary to kill him.' This is a fact and makes it sound like he is doing something very serious and important.*



### Level 1 Simple, limited comment 1-4 marks

Makes simple cross reference of ideas and/or perspectives

Makes simple identification of writers' methods

Selects simple references/ textual details from one or both texts

Shows simple awareness of ideas and/or perspectives

At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors

#### Extract of example answer:

*The writer of Source A doesn't know what to do about the elephant as he says 'I did not know what I could do.' The writer starts like this so the reader knows what he thinks, but in the end he decides to kill him. Both writers don't know what to do about the elephants. In Source B the other writer starts by being nice to the elephant but ends up wanting to kill it because he says 'finding it necessary to kill him.' By using the word 'kill' this shows that he is going to shoot him*



- If the quality of the response is L1 but only deals with one text, the maximum mark is 2.
- If the quality of the response is L2 but only deals with one text, the maximum mark is 6.
- A student has to deal with **both texts to achieve L3 or above.**
- **References to the writers' methods may be implicit** without specific mention of the writer.

## Question 4: AO3 Content

AO3 content may include the **comparison** of **ideas** such as their **attitudes to**:

- The treatment and welfare of the elephants
  - The responsibility they have towards the elephants
- The protection of others from the elephants
  - The value and purpose of the elephants
  - The morality of killing the elephants
  - The interest they have in the elephants

And **comment on methods** such as:

- Structural shifts – to show changing perspectives over time, in both sources
- Structural viewpoint – inclusion of others' views to provide contrast, in both sources
- Whole text structure – chronological in Source A; fragmented in Source B
- Tone – dramatic and distressed in Source A; matter of fact and neutral in Source B
- Language features – metaphor, simile, listing in Source A; facts, statistics, listing in Source B
  - Word choice