

## Section A: Reading

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from lines 1 to 5.

List four things about Rosabel from this part of the source.

[4 marks]

- 1 Rosabel ~~is not very happy and is not very confident~~  
does not have much money
- 2 Rosabel is hungry and wants a good  
meal
- 3 Rosabel <sup>seems</sup> ~~is~~ jealous of the girl.
- 4 Rosabel is reflecting on her day  
at work.

A1: 2

4



0 2

Look in detail at this extract, from lines 6 to 14 of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm humanity – it seemed to be oozing out of everybody in the bus – and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

One way that the writer uses language to describe <sup>Rosabel</sup> Katherine's bus journey home is ~~that~~ through the use of metaphors <sup>and personification</sup>. Katherine Mansfield says; "light... turned their dullness to opal and silver" and "Jewellers shop seen through this <sup>(the window)</sup> were fairy places". This presents <sup>Rosabel</sup> Katherine's bus journey as dark and gloomy and the writer describes it as somewhat restricting. Through the bus window, <sup>Rosabel</sup> Katherine can see the "light striking on the panes turned their dullness to opal and silver". The use of the verb "striking" personifies the light and this ~~words~~ describes the light ~~almost~~ as if it has its own life.



0 3

Turn over ►

IB/M/Jun17/8700/1

Tick

This contrasts with the use of the adjective "dullness" which seems to describe the atmosphere inside the bus with Rosabel. The fact that Rosabel is looking out at the light turning "dullness" to "opal and silver" shows she is separated from that and it is almost as if she is trapped. As this part of the extract goes on, the writer eventually ~~The writer also describes Rosabel's journey on the bus as dirty through~~ says "... she almost felt stifled" and the use of the pause with punctuation ~~describes~~ puts emphasis on the "stifled" atmosphere of the bus.

A2: 6

The writer also uses verbs and adverbs and adjectives such as "greasy" and "oily" ~~words~~ and phrases like "humbly wet" or "sickening smell" to describe the bus journey as dirty and uncomfortable. The words ~~create~~ <sup>describe</sup> a "sickening" and uncomfortable experience for Rosabel and this reflects in the use of "greasy" and "oily".

Tick

CLEAR UNDERSTANDING OF LANGUAGE (LEV

Range of relevant textual detail (L3)

8



0 3

You now need to think about the **whole** of the source.

This text is from the beginning of a short story.

How has the writer structured the text to interest you as a reader?

You could write about:

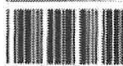
- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

One way the writer uses structure to interest us is through the mundane opening of the extract. At first, we are presented with Rosalind's meaningless thoughts and her longing for a dinner. This creates a somewhat surprising entry and <sup>for</sup> as the reader, it develops a sense of interest because ~~you~~ they would want to know how Rosalind's thoughts develop and grow. It also creates ~~interest~~ intrigue for the reader because these are thoughts that everyone has and can relate to. Rosalind's description of her journey from work and buying the flowers moves onto her bus journey and it is clear for the reader to see that her imagination is developing.

Throughout the text, the narrative is

Tick



0 5

Turn over ►

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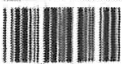
Rosabel's ~~Rosabel's~~ thoughts and what she is thinking about as she travels, the fact that it is presented through Rosabel's mind means that we are able to see what she is ~~thinking~~ feeling and as the text develops into her reminiscing her day at work, the text is ~~gradually~~ <sup>gradually</sup> removed from ~~the~~ <sup>the</sup> present and back into Rosabel imagining the events of the day. As each of her thoughts are revealed, there is a build up to the most important event which was meeting the girl and her gentleman; ~~this~~ <sup>this</sup> ~~also~~ makes the reader interested to know what was so special about this moment in Rosabel's day.

A3: 2

When the end of the extract is near, there is a sudden change of mood and a change in the dynamic of Rosabel's interaction with her costumers. When it says "a... feeling of anger had seized Rosabel", the change in tone and the description of Rosabel's sudden emotion creates interest for the reader, because it ~~leaves~~ <sup>leaves</sup> the question of why Rosabel felt this way.

SIMPLE AWARENESS OF STRUCTURAL FEATURES (LEVEL 1)

8



0 4

Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

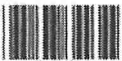
[20 marks]

I strongly disagree that Rosabel has a right to be angry, but I can understand why she might be moved about the difference in her life from the girls' life.

Some responses to the given statement (L2)

The red-haired girl is presented as almost childlike and animated, which is a contrast to Rosabel and her earlier descriptions. The red-haired girl does not seem to have any resentment for Rosabel and treats her kindly but she also seems to be under the shadow of "Harry". The girl "laughs" and when she asks for Rosabel to try on the hat her response is excited and eager saying it "fits" "and it's you beautifully" to Rosabel.

Clear evaluation (L3)



0 7

Turn over ►

IB/M/Jun17/8700/1

The girl seems innocent and childlike. <sup>Tick</sup> <sup>Tick</sup>  
 When anything negative is said, it  
 includes "Harry" say "They were hard to  
 please" and <sup>Tick</sup> "Harry would demand the  
 impossible". <sup>Tick</sup> This shows that the girl  
 is not the cause of any direct upset  
 to Rosabel and Rosabel should not be  
 so affected by her.

Convincing/critical response to the given statement (L4)

~~On the other hand, the girl also~~ <sup>Tick</sup> The girl also  
 seems unaware of her privilege <sup>Tick</sup> and  
 this shows with her questions such as  
 "What does it exactly that I want,  
 Harry?" <sup>Tick</sup> and her statement of "I must  
 have that!" this shows the girl is  
 used to getting what she wants and  
 this is a contradiction to Rosabel  
 who is talking about money earlier. <sup>Tick</sup>

Perceptive/detailed evaluation (L4)

This may be the cause of Rosabel's  
 anger but <sup>Tick</sup> the girl does not seem to  
 be aware of the difference between  
 her and Rosabel so it is unfair to  
 direct anger towards her.

Convincing/critical response to the given statement (L4)

On the other hand, the girl's ~~response~~  
<sup>ignorance</sup> ~~ignorance~~ her unawareness of





how Rosabel feels in the situation  
~~can~~ is irritating. <sup>Tick</sup> The fact that she  
~~dismisses~~ assumes the hat will look  
 good on her because it looks beautiful <sup>Tick</sup>  
 on Rosabel shows she indirectly <sup>Tick</sup>  
 herself as better than Rosabel. <sup>Tick</sup>

Perceptive/detailed evaluation (L4)

Rosabel's anger is described as  
 "A sudden, ridiculous feeling of  
 anger" that "seizes" Rosabel. This  
 is a complete change in tone and  
 shows how Rosabel suddenly <sup>Tick</sup>  
 realizes her disadvantage against  
 the red-haired. Rosabel's anger  
 is because she sees the difference  
 between her and the girl and her  
 directing the blame <sup>Tick</sup> on the girl  
 by saying "she longed to throw the  
 lovely remarkable thing in the girl's  
 face" shows how her anger is unfair  
 to the girl because she did not  
 intend to upset Rosabel.

Overall, it is understandable  
 why Rosabel feels angry but  
 it is also misdirected at the  
 red-haired girl who was ignorant to





the differences between them. The  
advantages she has are not something  
she seems to hold against herself.

PERCEPTIVE & DETAILED EVALUATION (LEVEL 4)

Lined writing area for student response.

A4: 19

20



Section B: Writing

You are advised to spend about 45 minutes on this section.  
Write in full sentences.  
You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

Either *distorted sense of time*

*colours and lights blurring.*

Describe a journey by bus as suggested by this picture:

*blurred time.*  
*sounds.*  
*sounds muffled*  
*lights blurring view.*



*blurred time*  
or

*harsh*

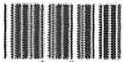
Write a story about two people from very different backgrounds.

(24 marks for content and organisation  
16 marks for technical accuracy)

[40 marks]

*She could hear fragments of the conversations around her, muffled by the fuzzy feeling lingering in her senses.*

Conscious use of vocabulary/linguistic devices (Upper L2)



There ~~was~~ were a bunch of <sup>boys</sup> ~~kids~~ at one point: boisterous and seeking of ~~those~~ that familiar <sup>some girls</sup> scent on most teenagers' ~~lips~~ ~~the girls~~ at the back who ~~Some girls~~ at the back of the vehicle - who had got on some time ago - began ~~catching~~ giggling with the arrival of the boys, ~~admitted~~ but they ~~kept~~ headed upstairs. She vaguely registered the ~~loud~~ steps and the squeaking of wet shoes against the floor of the bus as they walked above her; but it faded away. ~~and her~~ Her eyelids - already half ~~open~~ <sup>part</sup> closed - fluttered the rest of the ~~rest~~ way shut.

Clear vocabulary for tech (Lower ES)

"I miss you too," "be a good boy". Fragments of a woman talking to her child on the phone drifted to her ears and <sup>her</sup> eyelids peered half open again. He shut them quickly and ~~spaced~~ <sup>scrunched</sup> ~~scrunched~~ her face up in pain. <sup>the brightness of the</sup> The lights of ~~the~~ <sup>passing</sup> ~~passing~~ ~~cut~~ cut through the glass of the window as they knocked and shone. She ~~hunched~~ ~~cautiously~~ peeked around her, taking in the quiet, empty bus save for herself and

Appropriate linguistic devices (Lower L3)



Do not write  
outside the  
box

B5AO5: 18  
B5AO6: 14

END OF QUESTIONS

40



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