

Section A: Reading

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

0 1

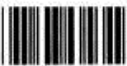
Read again the first part of the source, from **lines 1 to 5**.

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

[4 marks]

- 1 She bought a bunch of violets Tick
- 2 She had a ~~Tick~~ cone, boiled ~~Tick~~ egg and cup of cocoa for tea Tick
- 3 She works in a hat shop Tick
- 4 She is wearing a skirt Tick

A1: 4

4

0 2

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

metaphor

hyperbole

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 of the ways that the writer uses language to describe Rosabel's bus journey home is by using lots of adjectives, building a detailed description of the surroundings. The street is described as "blurred and misty", which sets the scene in a colder month, the windows are plagued with a blurred sheet of condensation. The writer uses a hyperbole to contrast with the blurry image; "light striking on the panes". This creates a positive portrayal of the light – it seems that a metaphor is used to compare the "dullness to opal and silver". Here the light is compared to being like opal or silver; the writer is using language to

Simple comment on the effect of language (L1)

Tick



~~She~~ present the sunshine as beautiful and enticing.

Another way the writer uses language is ~~by~~ using a metaphor to describe the jewellery shops, calling them "fairy palaces". This creates an image of a great eye-catching building, the word "fairy" links to sparkles and glitter and magic. The same as the sparkly magical jewellery in the shop - one of the interesting sights on her journey.

The writer states a "sickening smell of warm humanity". This ~~is~~ helps the reader imagine ~~an~~ ~~all~~ ~~depth~~ ~~of~~ ~~the~~ ~~smell~~ much more detail. This shows how the bus is very full, and there's an overbearing essence of the combined smell of everyone, probably body odour. It's described as "oozing out of everybody" which ~~portrays~~ portrays it as more gross, like an uncontrollable release of disgusting. The people on the bus are said to "resolve into one meaningless, staring face". This helps describe the dull expressions of everyone and overall bland atmosphere of the bus. It also tells us how kind Rosalind is when she "half-closes eyes", subconsciously telling us she probably looks much like the other people on the bus who hopey eyes wearily merge into "one meaningless, staring face".

A2: 4

SOME UNDERSTANDING OF LANGUAGE (LEVEL 2)

Attempt to comment on the effect of language (L2)



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 of the ways the writer uses structure to interest the reader is by giving a brief introduction ~~to~~ for Rosabel. This sets the scene and ~~g~~ shares some information about the girl what she's currently doing. It gives some background information, indicating she is quite poor. The reason she hardly has anything to eat was because she "bought a bunch of violets" which shows how she "has very little money. It also interests the reader more; who was she buying flowers for that was so worthy that she would rather not eat?"

Simple comment on the effect of structure (L1)

Attempt to comment on the effect of structure (L2)

Another way the writer uses structure is ~~to~~ by changing the ~~focus~~ ^{Tick} focus as the story continues. This draws your attention to the current situation of the girl and shows that her bus journey home is a key moment in the story. This



is then contrasted by a flashback to the events of her day. "Would she ever forget that awful woman" lets us know that she has not had a good day at all and it has stayed in her thoughts. Attempt to comment on the effect of structure (L2)

The change of ~~the~~ chronological order links to the unexpected events that occurred in the day - it's all over the place just like her thoughts are. From line 15 the story is written in very short paragraphs. These gaps in the text ~~possibly~~ represent the ~~g~~ pauses in conversation, but could also link to the distance that Rosabel feels towards Harry ^{and the red haired girl}. It represents the tension between them. Some use of subject terminology (L2)

Possibly

A3: 4



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]

Whilst Rosabel ought to be respectful, I mostly agree that she has a right to be angry.

The writer describes the red-haired girl to be very well off from the start "green ribbon shot with gold they had got from Paris". In the 1900s only wealthy people could afford gold and trips to Paris. She then has to request for the man she's with "What is this exactly that I want?"

The use of the word 'exactly' shows how she seems to assume that he already knows, like he is a servant. Perhaps he is, which would present her again as a wealthy woman.

The writer presents the red-haired girl as snobby and proud when she asks brightly "Have you any hats like that?". She is



0 7

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trying to show off, ~~knowing~~ noticing that Rosabel is a poorer girl who probably can't afford such a hat. Rubbing it in Rosabel's face gives her ~~the~~ the right to be annoyed.

Some evaluation (L2)

The red-haired girl is then presented as a very difficult customer who had "been very hard to please" which indicates their high standards making them come across as snobby and posh. Rosabels need to "run up, breathlessly" shows how she is determined to ~~please~~ please them, or perhaps intimidated. It's likely that due to her being poor she desperately needs this job and can't afford to lose it. The fact that these people have the power to make her lose her job might add to her disliking of them.

Some response to the given statement (L2)

Some appropriate textual references (L2)

Some evaluation (L2)

Some evaluation (L2)

Some appropriate textual references (L2)

Some understanding of writer's methods (L2)

Some appropriate textual references (L2)

As the woman wearing the hat the red-haired girl says "I must have that". This use of imperative language shows how bossy and rude she is, thinking she's above others. The fact that she makes Rosabel try it on is rubbing in how she can't afford to wear it, especially "it suits you, beautifully". This is very spiteful towards Rosabel as the



red-haired girl knows she can't afford
it.

Some evaluation (L2)

Rosabel's feeling of anger is described
as "ridiculous" however she has every
right to feel angry. "She long to throw
[the hat]" shows how despite her rage
she manages to control herself - most likely
to keep her job. Overall, ^{arguing} ~~that~~ Rosabel was
right to be angry and should of thrown
the hats at the women.

SOME ATTEMPTS AT EVALUATION (LEVEL 2)



Lined writing area with 20 horizontal lines.

A4: 10

20



1 0

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

Describe a journey by bus as suggested by this picture:



or

Write a story about two people from very different backgrounds.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

The doors creakily swept open as I stepped onto the overheated red box called a 'bus'. Fumbling for a moment,



I dug out ~~the~~ my oyster card, tapping it against the great yellow circle of entry. Beep beep beep. #

Generally matched to purpose/audience/register (Low)

I took great strides as I made my way to the back, trying to play off ~~my~~ my stumbles as the bus departed from the stop into a sea of cars. I grabbed wearily onto the bold, bright yellow bar as the bus bounced over a speed hump. I shivered internally, the ever-so-slight ~~stuck~~ moist, sticky residue which clung to bar making my hand tingle. I couldn't help but ~~think~~ think of all the dirty hands that had held that bar, the germs crawling all over. As I swung down into the seat in the back corner, I tentatively wiped my hands on my jeans, a subconscious look of disgust spread over my face.

Clear vocabulary for effect (Lower L3)

The back corner was always my favourite seat on the bus. // You can see everyone on board, but most of them can't see you. If the bus isn't too full you can dare to rest your legs across the backrow of seats. A few people lurked towards the front of the bus, one bellowing loudly on the phone about some nonsense. Another sat, with a pile



of shopping bags, gazing sadly out the window. A younger man ~~he~~ stood near the back door of the ~~the~~ bus, ~~trying~~ trying to maintain his balance without holding onto anything as the bus twisted and turned along the roads. He stood with one headphone hanging out - I cringed slightly at his awkward attempt to look cool.

I gazed out of the slightly damp misty window to my right. Despite the light drizzle which had ~~start~~ showered over London, the warm, humid air still hung in the air like a bad smell. At the top of the window, the pane of glass was completely blurred by a sheet of condensation. The bright city lights shone through, great blurs of red, white and blue as we passed a theatre. Groups of people huddled outside awaiting their entry - some regrettably in massive coats. I ~~felt~~ ^{pitied} how hot those people must feel in ~~the~~ this weather. Those even in t-shirts wearily fanned themselves, ~~going~~ groggily trudging along the street. ~~The~~

The darkness of the night sky continued to ~~fall~~ ^{reign} over us, allowing no sunlight to



Further raise the temperature. Despite this
the bus I sat on still felt like a microwave
on a low setting. I rested ~~my~~ head back
slightly - not too far so as to avoid the
spilled coke can that was rattling its way
around the back of the bus. ~~Instead of my eyes~~
I popped my headphones into my ears and
watched as the world flew past me.

CONSISTENTLY CLEAR COMMUNICATION (UPPER L3)

Consistently matched to purpose/audience/register (Upper L3)

Increasingly sophisticated vocabulary/phrasing (Upper L3)

Successful linguistic devices (Upper L3)

Sentence demarcation mostly secure - mostly accurate punctuation

Variety of sentence forms - mostly controlled agreement

Generally accurate spelling - sophisticated vocabulary



Lined writing area for student responses.

B5AO5: 17
B5AO6: 12

END OF QUESTIONS

40



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ANSWER IN THE SPACES PROVIDED**

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