

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 **Source A** from lines 1 to 17.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- | | | | |
|---|--|-------------------------------------|---|
| A | The writer's son has just had his second birthday. | <input type="checkbox"/> | X |
| B | It took a while for the writer to feel close to his son after he was born. | <input type="checkbox"/> | X |
| C | The writer has not slept very well over the last year. | <input checked="" type="checkbox"/> | ✓ |
| D | It takes a long time for the boy to eat his porridge. | <input checked="" type="checkbox"/> | ✓ |
| E | The writer thinks that his son has grown quickly. | <input checked="" type="checkbox"/> | ✓ |
| F | The boy has not yet learned to walk. | <input type="checkbox"/> | X |
| G | The writer's son knows how to switch off the television. | <input checked="" type="checkbox"/> | ✓ |
| H | The writer finds it easy to grasp the idea of his son getting older. | <input type="checkbox"/> | X |

A1: 4

4



0 2

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

The ways the boys spend their time playing as young children is different.

Use details from both sources to write a summary of the different activities the boy in Source A enjoys and the boy in Source B enjoyed when he was young.

[8 marks]

In source A, the boy enjoys activities that include playing with his people around him. His father says; "he never leaves love running of to people and waiting for them to bring his lips." Whereas from what we can infer from the article written in source B, her son's activities were playing with bows, arrows, whips, pop guns and go-carts. The boy in source B seems to have enjoyed activities that would be done by an older child maybe of 6-7, sophisticated enough to engage in those activities. However the boy in source A is only young and described as; "silly and giddy by his father."

Attempts inference (L2)

Some app text detail (L2)

Some difference (L2)

Attempts inference (L2)



Do not write
in the
box

A large rectangular box containing 25 horizontal lines, intended for writing.

A2: 4

8



0 4

03

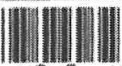
You now need to refer only to **Source A** from lines 18 to 28.

How does the writer use language to describe his son?

[12 marks]

The writer uses the ^{Tick} adjectives; "giddy and silly" in order to describe his son. These adjectives both have two syllables and end in the letter "y" and therefore sound slightly similar to each other. This is effective because it emphasises the playful behaviour in his son and his youthful attitude towards life. The adjectives ~~were~~ ^{make} the reader to be able ~~to easily picture~~ ^{to easily picture} the way that ~~his son responds to life~~ ^{his son responds to life}. The phrase "giddy and silly" also has quite a repetitive ringing sound to it, and this repetition with playful words and two-syllable-words could ~~make me~~ ^{make me} to infer that his son is constantly ^{playful}. ~~The~~ ^{clear explain effect lang (L3)} writer has ~~presented~~ ^{described} his child in a warming way as the adjectives could ~~wake~~ ^{wake} the reader to feel invested into his child.

The writer also utilises a ^{Tick} semantic field of change in order to ~~present~~ ^{describe} his son. He uses the modifiers; "development, new and different."



05

Turn over ►

IB/M/Jun17/9700/2

The modifier development connotes the thoughts of his son changing and developing into someone. The repetition of the word "new" also connotes to this idea as it reemphasises the idea that his son ~~is~~ life doesn't stick to ~~one~~ one thing and in fact there are more and more different things about ~~him~~ ^{the child} everyday. It evokes the reader to realise just how much the writer's son is changing on the repetition of the word "new," in harmony with the semantic field of change presents this idea.

Analysis of lang effects (L4)

A3: 11

The writer uses ~~an~~ the metaphor; "he was a sleepy ball of crumpled up flesh" in order to expatiate about his son. The imagery used in this simile can evoke the reader to visualise just how his son looked when he was much younger. The word "flesh" brings the idea of him ~~as~~ appearing like pinkish meat. Also the alliteration of the 's' sound in this phrase emphasises the calm way in which his child slept.

Accurate subject terms (L3)

Analysis of lang effects (L4)



0 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 perspectives and feelings about their children growing up.

In your answer, you could:

- compare their different perspectives and feelings
- compare the methods the writers use to convey their different perspectives and feelings
- support your response with references to both texts.

[16 marks]

compare → different → perspectives & feelings

The writer in source A ~~is~~ is evidently at that moment very in touch with his son. ~~He does~~ He does ~~imply~~ seem slightly overwhelmed by ~~how~~ how far his son has grown up. He uses exaggeration and hyperboles in his first paragraph to present these feelings. ^{How} "while years have passed in some of the afternoons that I have spent with him lately" we as the reader know this isn't true and that it is just an exaggeration for effect however it can evoke us to infer things about the meaning behind it. There is a sense that the writer is losing time as his son vastly grows up as he also says "it's honestly quite hard to grasp." The word adjective "hard" connotes difficulty and in some cases pain, with

clear understanding of idea/persp (L3)

Some comment on method (L2)



0 7

Turn over ►

IB/M/Jun17/8700/2

Clear explain method (L3)

The word "grasp" connotes that he can't come to terms with it. This initially idea and attitude of the writer in Source A is similar to the writer's attitude throughout the entire article in source B. She also presents this idea of pain as does the writer in Source B. She utilizes the phrase; "but my eyes are aching... but my ears are aching." The repetition of the word modifier "aching" evokes the reader to realize that she doesn't feel too great about her son growing up and in fact it is quite an awful experience. The fact that she has just used the same phrase and exchanged the words "eyes" and "ears" is a good way of structuring the text as her cohesion emphasizes how all parts of her are struggling with the fact that her child is growing up.

Clear comp ideas/persp (L3)

Att compare ideas/persp (L2)

Clear explain method (L3)

Both writers have managed in their articles to have a sense of nostalgia; where this sense of nostalgia could bring the reader to feel as if they feel sad about their children growing up. The writer in Source A says "he'll never again be the tiny baby" - then the



modified "never" brings the idea that ~~things~~ ^{his son} will never go back to how he used to be. The fact the writer is mentioning this could suggest that he feels sad about it. The writer in source A ~~mentions~~ more blatantly does this as she specifically expatiates how she "wants" to again witness all the things that she used to.

Clear comp ideas/persp (L3)

The writer in source B utilises speech in her article unlike the writer in source A. ~~When she speaks~~ she uses the speech in order to show a contrast in how the people around her think she feels and how she actually feels. The speech contains positivity and her actual thoughts are negative which presents a direct contrast. It evokes a heavy feeling of sadness as we the reader know exactly how she feels deep down about her sons growing up. This is different to the writer in source B as we eventually realise the father is able to come to terms with his son growing up. ~~At the end of~~ Towards the end of his article we see a positive attitude

Clear explain method (L3)

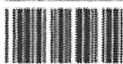


conveyed as he repeats the word
~~magnum~~ "ok." This repetition evokes
 his perspective that his son has to
 change and that he has to deal with
 that as you; "what you can't handle
 time." This ~~evokes~~ perspective is very
 different to the perspective of the
 writer in Source B who has a desire
 and lost to want to have her son
 at his childhood ages again. The end
 of her article doesn't have a positive
 tone or feeling as does the source A
 article.

Clear und of idea/persp (L3)

Clear und of idea/persp (L3)
Clear comp ideas/persp (L3)
Clear explain method (L3)

A4: 12



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

'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for or against this statement.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

Children... children... children. Not everyone wants them and yet almost all adults produce them. Some children are absolute nightmares, and some are as perfect as one could wish. However an over-protective parent is absolutely not the key to success. Over-protective or not should parents let their children take part in adventurous, ^{and} even risky activities to prepare them later for life?

Success ling devices (UL3)

Yes, absolutely ~~absolutely~~ it's a natural necessity for all children to experience risks and ~~adventures~~ adventures - it is the key to ~~good~~ beautiful success. I ~~cannot~~ ^{cannot} ~~condemn~~ condemn myself ~~from~~ ^{to} ever ~~being~~ ^{be} able to believe that an over-protective ~~parent~~ parent is beneficial for a child. In my personal opinion

Increases soph vocab (UL3)



it is simply selfish. A parent might be deluded enough to "believe" they are "just doing the best for their child" however, children need to be prepared for the real world. I call it inevitable that an over-protected child in their teenage years, (especially a boy) will find it extremely hard adapting to the dangers and ~~world~~ wild evils of society. I believe it is inevitable that an over-protected child will be able to make any ~~sure~~ decision in life without the ~~app~~ desire to plead for their parents help.

Adventures are fun, risks are exhilarating and ~~more~~ unimaginable activities evoke a rushing ebullience within a child. It makes them strong and confident; a destructive juggernaut that will be prepared for anything that life throws at them.

Coherently structured (UL3)

I have a friend - exactly the same age as me and yet ^{he is} almost terrified by all things human, or anything slightly haphazard about life. And for ^{what} why? Well we both already know the answer; his "kind and lovely" over-protective mother. He can't step foot into a "dodgy"

Gen acc sp/soph vocab (L3)

Mostly acc range punct (L3)

Variety sentence forms (L3)

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neighbourhood without filling my ears with all his irrational worries which dance a in his mind. He can't walk past a black man without the natural worry that he might be robbed. And that quite frankly to me is insanity. His ~~mother~~ "kind and lovely" mother had encouraged ~~to~~ ~~sticken~~ him from having any kind of pitiless sanity in which many children today like myself contain.

~~Propose~~ Blondeg Williams me quoted, which I profoundly value very much; "if you don't experience something, or haven't been exposed to it, your reaction when it (whatever it may be) does occur will be astounding to those around you." If even Blondeg Williams, an international ~~business~~ inspiration ~~and~~ successful billionaire can enlighten us with such golden words, why ~~would we~~ ^{would we} refuse to listen? Over ~~around~~ ~~in~~ ~~the~~ ~~UK~~ 10,000 18 year olds in the UK have found it extremely difficult to ~~move~~ ~~into~~ ~~reality~~. ~~From~~ ~~their~~ ~~parents~~ ~~and~~ ~~parents~~ ~~and~~ get New adults in the eyes of the law and yet ~~are~~ ~~never~~ ~~of~~ ~~harsh~~ ~~reality~~..



Without a doubt, ~~however~~ I can completely understand why a ~~child~~ parent would feel inclined to be over protective towards their child. That too is a natural necessity, but a natural necessity in which one should over come quickly and easily. The urge to want to keep your child away from taking any risk or adventures in which might cause them harm is understandable. The apprehending least to want to hold their soft babies in your ~~arms~~ ^{mother's arms} is too understandable. ~~The worry that burns or deep~~ ~~into your insides, like a volcano's~~ ~~spilling~~ ~~lava~~ ~~is one for me unimaginable but~~ yet still are understandable. Of the 7 nearly 8 billion people in the world, there are indefinitely billions of parents. However, ^{ever} how many parents there are, they need to restrain their own urges and lusts.

I'm not advising all parents to completely let their child off the chain and sit back as they ^{let them} solitary experience the dangers of society. But ~~paradventure~~, keep them on a loose chain than the ~~most~~ ~~meddlesome~~ meddlesome protective chain that ~~you~~ ^{they} have now. Make it a little



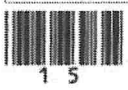
larger as well. ~~Therefore~~ ~~it is~~
~~stronger~~ ~~and~~ ~~rather~~ ~~than~~ ~~anything~~ ~~one~~ ~~could~~
 their child with belief that they are
 stronger and better than anything one could
 ever imagine. ~~As~~ As I have earlier expatiated
 on overprotected child will suffer dearly as
 a result of their parents behaviour. ~~And that~~
~~And that~~ ~~And that~~ ~~And that~~ ~~And that~~ ~~And that~~ ~~And that~~ ~~And that~~
 I can never agree with.

Consist matched p/a/r (UL3)
 Inceas soph vocab (UL3)
 Success ling devices (UL3)
 Coherently structured (UL3)

Mostly acc range punct (L3) B5AO5: 18
 Variety sentence forms (L3) B5AO6: 12
 Most control agreement (L3)
 Gen acc sp/soph vocab (L3)

END OF QUESTIONS

40



There are no questions printed on this page

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