

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.
- B** It took a while for the writer to feel close to his son after he was born.
- C** The writer has not slept very well over the last year.
- D** It takes a long time for the boy to eat his porridge.
- E** The writer thinks that his son has grown quickly.
- F** The boy has not yet learned to walk.
- G** The writer's son knows how to switch off the television.
- H** The writer finds it easy to grasp the idea of his son getting older.

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]

From source A the writer has shown how his son enjoyed small activities and did not mention the use of toys that the boy needed. Initially a reader would be lead to expect technology or toys that the boy would use for enjoyment however after reading it the piece simply describes how the one year old enjoys little things that have become a big part of his life. "Loves running up to people... twang his lips like a ruler on the table". From this it is clear how the boy enjoys small and silly activities that to many would seem unimportant, and the writer has done this to perhaps show how the little things in life would matter.

Source B contrast to source A as the writer's son had many toys and activities whilst growing up.



Some appropriate detail (L2)

The child is shown to have had
"pop-guns, bows and arrows, whips, tops
and go-carts". This describes a wide
range of ways this boy would entertain
himself as a child. The writer perhaps
wanted to show how he had

Attempts inference (L2)

so many and it almost became
overwhelming. ~~At this~~ During this
period of time, as the reader,
you may expect boys to have less
toys ~~to~~ to play with as it is
written from in the 1880's, however
this contrasts to source A written
in 2016 as the opposite expectation
~~of the~~ shown, altering stereotypes.

Some difference, attempts inference with some appropriate textual detail.

A2: 4



0 3

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

ARRESTED

How does the writer use language to describe his son?

[12 marks]

From lines 18 to 28 in Source A the writer creates an underlined tone of separation ~~and~~ as his son grows older. He exaggerates and ~~repeats~~ and intensifies his feelings and produces a ~~the~~ sense of sadness and regret towards his sons aging. He is unable to control the time and begins to feel further and further away from his son ~~at~~ at every new 'milestone' he reaches in life.

Att com effect lang (L2)

~~The~~ Heritage ~~was~~ emphasises his feelings ~~to~~ in this article through the use of exaggeration and repetition. His ~~son~~ son gets further and further away from him; "millions of years", "milestone", these words may have been used to symbolise the writers feelings of loss and amplify the distance he feels ~~and~~ as his son grows, he explains how he is already "separate" from him and he emphasises this through

Att com effect lang (L2)



0 5

Turn over ►

IB/M/Jun17/8700/2

the dashes between some phrases. "him - ~~my~~ me", the dash creates a pause and resembles a perhaps a growing distance between him and his son and how he later repeats the dashes many more times.

The writer uses ~~simple~~ ^{complex} sentences to overwhelm the reader and indicate how he feels about his son's first birthday. "He's leaving with me after midnight in his wake and trying to get me along with them"; this example shows how there are no commas or dashes to create a break or pause for the reader, the connective 'and' makes this a complex sentence and can further extend it allowing the writer to add more on to it, creating a breathless and overwhelming effect that may have been used to resemble his current feelings. ~~at the~~

Some app text detail (L2)

Att com effect lang (L2)

A3: 4

Some subject terms (L2)

Some app text detail (L2)

Att com effect lang (L2)



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]

Both writers from source A and B present their feelings of their children growing up in negative ways as they are unable to control the time that passes so quickly. Similarly, one is describing two young boys at first but begins to contrast as we (as the reader) learn how the child in source B has infant already ~~growing~~ grown up and the mother almost grieves his old self as she cannot let go.

As a first point of interest ~~the~~ the writer of source A uses exaggeration and ~~on~~ complex sentences to ~~to~~ illustrate his feelings. ~~the~~ He exaggerates the distance to create metaphors of how separated he feels from his son; 'milstons and milskons'.

Turn over ►



0 7

Clear und of idea/ersp (L3)

by using this technique along with repetition it conveys to the reader how much distance he feels from his son ~~and~~ as he reaches his first birthday and this is shown when he explains how he is already 'separate' from him and his family only at this young age, perhaps ~~as~~ foreshadowing how as he grows older he will become more and more independent and this may be what his father is afraid of.

~~Second~~ In contrast, the writer of scene B is in fact looking back on what has already happened and creates an undertone tone of regret and grief as she ~~did~~ ~~not~~ does not feel she had appreciated being a mother enough at the time.

In 'boylost' repetition is used to ~~the~~ emphasises the writer's feelings of loss and grief as her child has now grown old. The words 'I want' are ~~repeated~~ repeated very times at



This creates an sense of desperation to see be a to the mother of a her young ~~and~~ boy again. ~~It~~ She also repeats "my eyes ^{tears} are aching" and this emphasises the pain and longing for her young boy to return again.

Many of the things she experienced ~~many of~~ during ~~that~~ that time tried to make her "pret" or "nervous" but now as she ~~has~~ grows she realises how much that fear and worry ~~overlooked~~ her and overlook her as she didn't know her "happiness then" as she only saw taking care of her child as a responsibility and was unaware of how much ~~she~~ she would miss him.

In source A the complex sentences create an overwhelming effect. The writer uses complex sentences with ~~no~~ ~~no~~ connectives to create a long and breathless sentence that has no pause or break for the reader, this could have been used

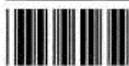


to resemble ~~the~~ how overwhelmingly and breath-taking growing up is and how watching it happen ~~can~~ can be too much to handle.

The structure in source B can be used to portray ~~how~~ the writer's uncertainty. ~~The~~ The paragraphs at the beginning are consistent and stable except for one line which may be used to explore the importance of that time as he describes how long it feels since her son has been young as a boy. ~~The~~ towards the end the paragraphs become shorter and less consistent perhaps to create the effect of her breaking down and become overcome with sadness and regret however, it may just be to explore her guilt lines, similarly to source A where the writer's last words are left as a message to all parents, telling them to not take their children for granted as they will grow up for too fast

Det und of idea/persp (L4)

A4: 13



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.'

FOR

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]

11/12/17
ARRESTED
reput ^{reput} ^{direct} ^{richness}
direct richness
reput ^{reput} ^{direct} ^{richness}
direct richness

Free your Children!

12th of Jun 2017

- Morgana Andrews

Are your children ~~being overprotected~~ overprotected? Should you let them experience the world for themselves? The answer is yes!

Studies have shown that over-protective parents can often lead to an unaware and unprepared child as they grow older and have to become independent. Parents who let their children walk to school on their own have resulted in 30% more independent children who can learn quickly and adapt to changes in the outside world with ease.

Gen matched p/ln (1.2)

Variety sentence forms (1.3)



However the outside world can be dangerous and many would never put a child's life at risk, which is understandable. This article is not to force all parents to abandon children and throw them right to the deep end, it is merely to persuade and inform you on how cutting back on some extra's of parenting would help your child later on in life.

Most control agreement (L3)

By speaking to a child psychologist expert Robert Browning, it is clear how parenting could become a much smaller ^{task} ~~task~~ per both parent and child. ~~as less interfered roles can lead to a more creative child and independent child~~

Browning: "parents today are overprotective. They should let their children take part in adventures, even risky, activities to prepare them later for later life"

Clear vocab for effect (LL3)

Andrews: "are there any following your statement of children taking 'risks' would you say that this could include something in safe activities and if so why would this



he important?"

Browning: "children are easily influenced by their surroundings and if something they have experienced has frightened them or even hurt them it can be a ~~sign~~ warning for them and this teaches children to learn from mistakes early on and grow to be wise and prepared"

Andrews: "would you recommend a starting point for parents who may feel too nervous and protective of their children"

Browning: "I feel ~~and~~ that simply listening to your child and what they want to do can help many parents break boundaries for children and start to become more relaxed"

Variety sentence forms (L3)

Gen matched p/a/r (LL3)

Andrews: "I think taking advice from Browning you must consider how breaking through boundaries will help your child to experience the outside world. You must consider your child's future, you must realise yourself and your rules and finally you must let down your barriers and stop being afraid. The only person that will stop your child from experieing



Existence and freedom is ~~from~~ you,
the parent, so please...

let your child explore!

let your child ~~get bored~~ take risks!

let your child be free!

... as they will grow and flourish,
into independent and wise adults.

CLEAR COMMUNICATION (LL3)

Variety sentence forms (L3)



B5AO5: 15
B5AO6: 12

END OF QUESTIONS

40



There are no questions printed on this page

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