

Section A: Reading

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

0	1
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Read again the first part of the source, from **lines 1 to 5**.

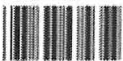
List **four** things about Rosabel from this part of the source.

[4 marks]

- 1 Rosabel had bought a bunch of violets. Tick
- 2 Rosabel's feet were wet.
- 3 Rosabel had a ^{Tick} hard days work in a hat shop. Tick
- 4 Rosabel is wearing a skirt. Tick

A1: 4

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]

In this section of the extract the writer uses metaphor to depict passing scenery. The adjectives 'dullness to opal and silver' in 'dullness', 'opal' and 'silver' create the effect of the metaphor in the line 'but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces'. This whimsical imagery suggests a longing for decadence and luxury, which is reflected later in the extract.

Tick

Analysis of the effects of language (L4)

The writer also uses heavy contrast to emphasise Rosabel's reality. The short

Tick



0 3

Turn over ►

IB/M/Jun17/8700/1

sentence following the length, ~~complex~~ ^{simple} structure of the metaphor depicting the magical outer 'fairy palaces', describes her excessively wet feet and the 'black' and 'greasy mud' that coats her skirt. This contrasts against the beautiful imagery of the outside world and highlights Rosabel's place in society, the much less luxurious alternative.

Analysis of the effects of language (L4)

Exam

Finally, the ~~writer~~ ^{author} Mansfield uses another metaphor to depict 'the sickening smell of ~~oozing~~ ^{oozing} humanity' and how it 'soothes' warm humanity and how it 'oozes' from those around her. This could convey that the bus is a cramped, ~~an~~ uncomfortable setting which makes Rosabel feel claustrophobic or 'stifled'. The potent smelling bus, and its matching 'meaningless, staring face' creates the impression that the bus is an awful place to exist and reminds Rosabel of her station in society, which constricts and confines her.

A2: 8

DETAILED & PERCEPTIVE UNDERSTANDING OF LANGUAGE

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]

From the beginning, Mansfield focuses your attention on the main character and her station in ^{the} early 1900's society. Mansfield, from a third person perspective, immediately sets up the character as of a lower, working class

Clear explanation of the effects of structure (10)

by describing Rosabel's extreme need of sustenance and in the line "

'Rosabel thought she would have sacrificed her soul for a good dinner' Mansfield ~~at~~ also begins the extract by immediately using a famous London street name 'oxford circus', which automatically creates an a well set pictured setting, filling the readers head with the smoggy, late victorian London.

Secondly, Mansfield then moves away from inner thought ~~perspes~~ perspective

Tick



0 5

Turn over ►

IB/M/Jun17/8700/1

with the present description of her bus journey home, which develops the source and allows the readers to create an image of the character, as we are given details about Rosabel such as; 'the bottom of her skirt and petticoat would be coated with black, greasy mud' and the Rosabel's distant, dreamy character as she stares out of the bus window and recalls the days events.

Range of relevant examples (L3)

The writer then moves on ~~afterwards~~ to short, fast sentences, to depict dialogue - we after we are offered the description of the girl with beautiful red hair'. This use of sentence form creates a quick and easy to follow exchange, highlighting the fact that Rosabel herself hardly ever speaks to interrupt their dialogue. This invokes a 'ridiculous feeling of anger' in Rosabel, creating ~~in the end, a tension in the narrative.~~

Less successful towards the end, with no clear and relevant

As the extract ends on the 9 line 'I shall go straight home...' it creates no climax of this tension, leaving readers to feel stunted.

A3: 5



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]

From the extract, the red-haired girl is made to appear decadent and luxurious, in everything as well as her appearance, which is particularly emphasised by Rosabel's reaction to her, but also her apparent character in contrast to that of the red-haired girl. For example, we are first introduced to the red-haired girl from the line 'a girl with beautiful red hair and a white skin and eyes the colour of that green ~~ribbon~~ ribbon shot with gold!'. The adjectives used to describe the red-haired girl's colourings, are extreme and luxurious, made more apparent to by Rosabel's remembrance and dislike of the girl.

SOME ATTEMPTS AT EVALUATION (LEVEL 2)

Some appropriate textual references (L2) Some response to the given statement (L2)



0 7

Turn over ►

IB/M/Jun17/8700/1

This depiction of the red-haired girl, is heavily contrasted by the fact that we are offered no description of Rosabel, other than her petticoat 'coated with black, greasy mud'. The red-haired girl's beauty and coy attitude, creates an impression of wealth, far from Rosabel's 'hard day's work' and 'so little tea'. Mansfield has created this depiction purposefully to suggest the divide between wealth and poverty, and the social divide it creates.

SOME ATTEMPTS AT EVALUATION (LEVEL 2)

Some understanding of writer's methods (L2)

This theme of contrast is continued throughout the extract from the 'fairy palaces of the passing jewellery shops, to the cramped bus and so on. Mansfield using elegant language heavy, descriptive language to contrast against Rosabel's monosyllabic voice; 'they had been charmed'. The writer's use of quiet, separated dialogue is used to show how voiceless Rosabel feels surrounded by her new clients. This is highlighted by the scene when Rosabel is asked

Some appropriate textual references (L2)

Clear evaluation (L3)

Clear understanding of writer's methods (L3)



to try the hat on, and 'placed it on her brown hair'. The significance of this is her brown hair, lacking all of the ~~colour~~ rich colour of the red-haired girl. Rosabel allowed to be in contact with the luxury hat and having it snatched away in the last moment, 'I must have that!'

No wonder, in creating 'a sudden, ridiculous feeling of anger' in Rosabel her ~~plate~~ ~~once~~ ~~again~~ emphasised.

Clear/relevant response to the given statement (L3)

Although from the text we can see that the red-haired girl is an affluent, beautiful character - you could suggest that Rosabel as a narrator is unreliable, as she is blinded by the jealousy and inequality created by her ~~is~~ of being so poor in contrast to the red-haired girl's obvious wealth. Rosabel's reaction that 'she longed to throw the lovely, perishable thing in the girl's face', the key adjective being 'lovely'; Rosabel admits that the hat is beautiful and, suggesting that it is her own jealousy



over not being able to enjoy the hat that creates the aggression she is feeling, rather than a legitimate anger towards the girl.

Overall, I believe that the red-haired girl does have a certain influence and therefore must agree with the statement. However, I believe Rosabel is a victim of poverty and therefore it is not the red-haired girl that creates such aggression in her, but rather the inequalities that life has dealt out to all of us, in which Rosabel has suffered, only emphasised by the red-haired girl's appearance at her work place.

Clear/relevant response to the given statement (L3)

A4: 13

CLEAR & RELEVANT EVALUATION (LEVEL 3)

Clear understanding of writer's methods (L3)

Clear evaluation (L3)

Range of relevant textual references (L3)

Clear/relevant response to the given statement (L3)



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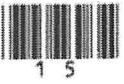
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Handwriting practice area consisting of 20 horizontal lines.

B5AO5: 21
B5AO6: 13

END OF QUESTIONS

40



1 5

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ANSWER IN THE SPACES PROVIDED**

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1 6

