You will sit 2 papers for the English Language GCSE.

### Paper One Language

<table>
<thead>
<tr>
<th>Reading Section A</th>
<th>Writing Section B</th>
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</thead>
<tbody>
<tr>
<td>One fiction text to read (extract from a piece of 20th Century Literature)</td>
<td>One fiction writing task - Creative writing</td>
</tr>
<tr>
<td>4 questions to answer: 1 brief answer x 4 marks 2 x 8 marks 1 x 20 marks (40 marks)</td>
<td>24 marks for communication 16 marks for technical accuracy (40 marks)</td>
</tr>
</tbody>
</table>

**How does the mark scheme work?**

<table>
<thead>
<tr>
<th>Level 4</th>
<th>You have analysed and explored the methods and ideas in an interesting way. You have given interesting interpretations You have chosen an interesting range of quotes You have gone into lots of detail by zooming in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>You have clearly explained the writer’s ideas and methods. The examiner can’t argue with what you have written You have chosen relevant quotes You will have explained your ideas clearly using ‘because’</td>
</tr>
<tr>
<td>Level 2</td>
<td>You have made interesting points but they aren’t fully explained or developed. The examiner is asking themselves, ‘But why do you think this?’ Some of your quotes are relevant</td>
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<tr>
<td>Level 1</td>
<td>You will offer ideas like ‘makes you want to read on’ etc. You offer paraphrasing and don’t always use evidence to support your ideas</td>
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### Paper Two Language

<table>
<thead>
<tr>
<th>Reading Section A</th>
<th>Writing Section B</th>
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<tbody>
<tr>
<td>Two linked non-fiction texts to read</td>
<td>One non-fiction writing tasks (e.g, write a letter, article, leaflet, speech etc for a specific purpose, audience and format)</td>
</tr>
<tr>
<td>4 questions to answer: 1 multiple choice x 4 marks 1 x 8 marks 1x 12 marks 1 x 16 marks (40 marks)</td>
<td>24 marks for communication 16 marks for technical accuracy (40 marks)</td>
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Language Paper 1: Reading

AQA FICTION READING

SPEND AROUND 1 HOUR ON THIS SECTION

What will the paper look like?
You will receive an insert with one source. This will be a fictional source.

What will you have to do?

Q1 - Select and list four pieces of information from a specific part of the text (4 marks) The skill you are using is inference here (picking out obvious and hidden meanings)

Q2 - Explore how language is used for effect (8 marks) You are using analysis skills here

Q3 - Explore how structure has been used for effect (8 marks) You are again using analysis skills here but this time linked to structure

Q4 – evaluate another student’s response in the form of a statement and think about how far you agree with their interpretation. You can talk about the effect that structure and language have on the reader.
Source A

Alex Cold Ives with his parents and two younger sisters, Andrea and Nicole, in a small American town, but when his mother becomes ill, family life changes beyond recognition.

1 Alexander Cold awakened at dawn, startled by a nightmare. He had been dreaming that an enormous black bird had crashed against the window with a clatter of shattered glass, flown into the house, and carried off his mother. In the dream, he had watched helplessly as it clamped her clothing in its yellow claws, flew out the same broken window, and disappeared into a sky heavy with dark clouds.

5 What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bed dream.

10 Alexander looked at the clock: 6.30, time to get up. Outside, it was beginning to get light. He decided that this was going to be a terrible day, one of those days when it’s best to stay in bed because everything is going to turn out bad. There had been a lot of days like that since his mother got sick; sometimes the air in the house felt heavy, like being at the bottom of the sea.

15 At breakfast Alex was not in the mood to applaud his father’s efforts at making pancakes. His father was not exactly a good cook; the only thing he knew how to do was pancakes, and they always turned out like rubber-tyre tortillas. His children didn’t want to hurt his feelings, so they pretended to eat them, but any time he wasn’t looking, they stuf them out.

20 ‘When’s Momma going to get better?’ Nicole asked, trying to spear a rubbery pancake with her fork.

‘Shut up, Nicole,’ Alex replied.

‘Momma’s going to die,’ Andrea added.

‘Liar! She’s not going to die!’ shrieked Nicole.

25 ‘You two are just kids. You don’t know what you’re talking about!’ Alex exclaimed.

‘Hero, girls. Quiet now. Momma is going to get better,’ his father interrupted, without much conviction.

Alex was angry with his father, his sisters, life in general – even with his mother for getting sick. He rushed out of the kitchen, ready to leave without breakfast.

30 Except for his father’s pancakes and an occasional tuna-and-mayonnaise sandwich, no one in the family had cooked for months. There was nothing in the refrigerator but orange juice, milk and ice cream; at night they ordered in pizza or Chinese food. At first it was almost like a party, because each of them ate whenever and whatever they pleased, mainly sweets, but by now everyone missed the balanced diet of normal times.

35 Alex had realised during those months how enormous their mother’s presence had been and how painful her absence was now. He missed her easy laughter and her affection, even her discipline. She was stricter than his father, and sharper. It was impossible to fool her; she could see the unseemly. He missed her music, her flowers, the once-familiar fragrance of fresh-baked cookies, and the smell of paint. It used to be that his mother could work several hours in her studio, keep the house immaculate, and still welcome her children after school with cookies.

40 Now she barely got out of bed to walk through the rooms with a confused air, as if she didn’t recognise anything; she was too thin, and her sunken eyes were circled with shadows. Her canvases, which once were explosions of colour, sat forgotten on their easels, and her oil paints dried in their tubes. His mother seemed to have shrunken; she was little more than a silent ghost.
### 2. How does the writer use language to...?

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>You should...</strong></th>
<th><strong>You could...</strong></th>
<th><strong>Example of Level 3 response</strong></th>
<th><strong>Example of Level 4 response</strong></th>
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<tbody>
<tr>
<td>Link to the question</td>
<td>Link to subject terminology</td>
<td>Use quotations - short and precise from the correct section of the text</td>
<td>In lines 6 to 11 the writer uses language to describe the effects of the storm by creating a semantic field of fear. He does this by using such words as “roaring” and “furious”. The word “roaring” has connotations of dangerous animals that you would fear. For example lions. By using the word furious shortly after this makes me think of a lion which wants to attack you. The author has done this to make the storm seem dangerous and that he should be fearful of it.</td>
<td>The writer uses present participle verbs to portray the violence that the storm carried with it. The wind is described as “lapping” the trees which creates a violent image. The verb “lapping” has connotations of a violent motion, and the personification here, from the wind’s perspective, shows that the storm has affected such a large, strong thing such as a tree. This shows the violence of the storm, as it had in a way, ‘attacked’ the tree.</td>
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<tr>
<td>Link to subject terminology</td>
<td>Explain the meaning - explicit (obvious) and implicit (hidden)</td>
<td>Develop links to patterns in the language (lexical sets)</td>
<td>Offer comments which are pertinent and highly original</td>
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<tr>
<td>Explain the effect on the reader or the writer’s intentions</td>
<td>use some of these higher level skills: Link quotations with similar meanings</td>
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Another way in which the author describes the effects of the storm is by saying “wind lashing the trees”. He uses personification to describe the wind by using the word lashing which usually implies something to do with fighting or conflict. This links to the effects of the storm because the meaning could be that the storm has the same effects as conflict, ultimately ending in devastation or pain. This also links back to my previous point as both of the methods that the writer has used makes us think that the effect of the storm is of |

The writer creates an emotional effect that the storm has, through the
The use of the past participle verb “tangled”. This verb has connotations of entrapment and immobility, which has been caused by the storm. The fact that the storm has made Alex feel that way shows that it has a lot of power, and is very superior, almost dominant.

The text focuses on a character called Alex Cold, and the reader gets to see him from two different angles. At the beginning he is alone in his bedroom and waking up from a nightmare where his mother was carried off by an ‘enormous black bird’. Then in the second half of the text the writer changes the focus to Alex being with the rest of the family downstairs at breakfast time. He is snappy with his sisters when Andrea says ‘Momma’s going to die’. This links the two halves of the text together because the fear Alex experienced in the earlier nightmare is now manifested in his behavior at the breakfast table. Shouting at his sister makes it seem as if he disagrees with her, but because the reader has already had an insight into Alex’s subconscious mind, we understand at this point that really it’s the opposite. He shouts at his sister because...
this through many times before hence the length of his list. The last two paragraphs contradict each other in order for the writer to show the contrast between Alex’s mother and father. This has an effect on the reader because it causes a biased view on the mother and how great she was.

The last paragraph juxtaposes itself because it talks about how Alex’s mother ‘affection’ impacted him, how much he loved her but then he compares her to ‘a little more that a silent ghost’ showing how she has changed. The juxtaposition could imply the huge change to Alex’s everyday life and this makes the reader see the impact her illness has had on Alex, especially when the writer zooms in to describe Alex’s mother in the last paragraph.

secretly he fear what she is saying is true and his mother might really die.

In the final two paragraphs, we are deliberately presented with a direct contrast between Alex’s parents. First, the focus narrows from the whole family onto Alex’s father, who is struggling to look after the children. There is ‘nothing in the refrigerator but orange juice’ and they are living on take-away food. Then the final paragraph zooms in on both then and now versions of his mother. It begins with the sentence ‘Alex had realised during those months how enormous their mother’s presence had been and how painful her absence was now’. This structure is effective because by first showing how inadequate his father is, even though it’s not his fault, it therefore emphasises how wonderful the mother is, or at least used to be. In a way, this also makes us re-evaluate the nightmare at the beginning because we have seen for ourselves the close bond between Alex and his mother and now understand why it ‘startled’ him so much and why he experienced ‘pounding in his chest’, a physical reaction to the fear of loosing her.
Q4

You will be given a statement and you need to decide how far you agree e.g.

Focus this part of your answer on the second half of the source from line 16 to the end.

A student said ‘This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother’s illness.’

To what extent do you agree?

I agree with this, firstly because the writer shows that Alex’s emotions vary on the topic of his mother, yet all show that he is struggling to cope.

“Alex was angry with his father, his sisters, life in general - even with his mother for getting sick” shows that Alex’s first instinct is to be angry due to the adjective “angry” in the quotation. “even with his mother for getting sick” shows that Alex appears to be struggling to cope with her illness as he is blaming even his mother, showing that Alex’s character is one which needs a constant emotional outlet.

Alex also feels pained later in the text, as he thinks about “how painful her absence is now”. This however, due to the time being “now”, suggests that Alex didn’t always feel pained, showing again a sense of emotional instability in Alex’s character.

I also agree because the text explicitly states that Alex misses his mother, as “He missed her easy laughter and her affection, even her discipline”. The verb “missed” shows that

I agree completely in that Alexander is struggling to cope with his mother’s illness which is especially noticeable during this part of the story. This is evident during Alexander’s outburst at his sister’s predictions about his mother dying where he says “You two are just kids. You don’t know what you’re talking about!” which shows a sense of denial from Alexander. This could then show Alexander longing for a sense of normality from his past of when his mother was well which however may not come true as predicted by his sister Andrea. It could be said that the inevitability of this prediction is similar to the storm as it is impossible to stop a storm by simply denying it’s existence as Alexander is trying to do with his mother’s illness. Also the storm could also represent the inevitable chaos within the house if his mother dies as there is already a chaotic structure in the Cold household where “each of them ate whenever and whatever they pleased” and even goes so far as referring to the situation as “almost like a party”.

Also, in the last paragraph, Alex reflects
<table>
<thead>
<tr>
<th>In your response, you could:</th>
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<tbody>
<tr>
<td>• consider your own impressions of Alex</td>
<td>Alex wants his mother well again and cannot cope with her absence. The fact that Alex is described to miss “even her discipline” shows that even features that he disliked before are now appealing features that he misses, showing that Alex wants nothing more than for things to return to how they were before, as he goes to extremes to miss and feel nostalgic about.</td>
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<tr>
<td>• evaluate how the writer shows that Alex is struggling to cope</td>
<td>I also agree because the writer’s semantic field of negativity is often hinted to be as a result of Alex’s mother’s illness. “Her canvases, which once were explosions of colour” suggests that since she became ill, Alex’s life has greyed as a result. This shows that Alex can no longer experience happiness or excitement, or have a colourful perspective on the world, as things that were once coloured have become greyed and depressing. This also shows that Alex cannot cope with his mother’s illness, as he doesn’t appear to allow himself to find joy, instead letting others get on without him, showing that he may also feel angry at himself, coinciding with how he feels towards his father and sisters. It appears to that Alex blames himself, reinforcing the idea that on his memories of his mother before the illness which furthermore portrays this sense of longing for his mother and the lifestyle of order that he was used to. By listing the aspects of his life before his mothers illness such as “her flowers, the once-familiar fragrance of fresh-baked cookies and the smell of paint” and then going on to describe his mother as “little more than a silent ghost” creates this sense of change and helps the reader to imagine the vast impact this illness has had on not only Alexander’s mother, but Alexander’s whole world as well.</td>
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<tr>
<td>• support your response with references to the text.</td>
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Alex is emotionally unstable and therefore needs to find an output in the form of a multitude of different things - mainly people.

Paper 1

Writing

This is worth 50% of the paper and you should spend approximately 45 minutes on it.

You should plan your ideas.

You should aim to write 2-3 sides.

You should allow time to check your answers.

GOOD ANSWERS FOR DESCRIPTIVE WRITING WILL:

- Maintain the same tense – Past is easier but present is fine too.
- Vary sentence starts and lengths - Short sentences can be as powerful as long ones!
- Ambitious vocabulary & a range of techniques – Similes, Metaphor, Personification etc
- Start high up-weather, then start to zoom in and look at different details – think camera techniques!
- Include a range of punctuation for effect – meaning is shaped well with commas, semi colons etc.
- Beginning links in some way with the end – perhaps consider how the scene changes
- Clear and coherent and uses paragraphs – Paragraph links if you’re really looking to impress

Some things you could focus on for the picture part of the task – descriptive writing:

| Set the scene, describe the weather, birds, outside of the place – objects |
| Look at the scene as a whole – What are people in general doing? |
| Zoom in on a particular group/image |
| Zoom in on a particular person/part of the image within the group |
| Zoom in on another group |
| Zoom in on a couple of people within the group |
| Return to the scene and look at how it changes as the day draws to a close – link back to something at the beginning |

GOOD ANSWERS FOR THE CREATIVE WRITING WILL:
**Success Criteria**

- Imaginative and interesting
- Follow the narrative structure of: opening, rising action, climax, falling action and resolution
- Use varied sentence structures
- Use TIPTOP paragraphing
- Use punctuation for effect
- ISPACE to open sentences
- Interesting vocabulary
- Good spelling
- Make sure it is clear and you have checked it makes sense

<table>
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<tr>
<th>Q5</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>*real student response</td>
<td>*real student response</td>
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<td></td>
<td>Roars of thunder echoed loudly through the stormy sky on the Island. It was as though the elements of sky and water worked together to punish the land. Huge gushes of wind attacked the defenceless trees. Roar! Thunder echoed every 2 minutes as though it was God giving out orders. Thick, murky clouds coved the, once blue, sky. Pellets of water spat to the ground as though they were better than it. The sea was spilling in furious waves against the rocks, trying to swallow the land whole. Each clear speck of water crashed into land wanting to escape. Killer waves were coming from as far back to the horizon.</td>
<td>The darkness encapsulated the light, blanketing any sense of hope, as the grey mass crept across the sky. From above, everything was silent save the water beneath the sky. The dull blue ferociously slammed against the rocks, brutal and merciless, leaving the rocks with little but a glistening sample of itself. The repetition stabbed the possibility of any light, providing the land with eternal darkness. The strong smell of salt rebelliously forced itself into every crevice, covering every inch of the air in it’s thick, heavy scent. The taste of peeling paint led the eye to the distant lighthouse, a star</td>
</tr>
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</table>
anyone could see. The midnight blue sea danced along as the waves took over, filling every crack and nanny of the rocks with clear blue liquid.

Rugged, black rocks guard the coastline. Joined to one another by all the imperfect ways. Each getting filled with liquid and some collapsing into the water. Deep, grey dints emerging in the rocks as the water claws at them. Each rock protecting one thing...the lighthouse.

The lighthouse stood firmly and bravely, not letting the bullets of rain take away its new coat of paint. The white was bright as the light from above and the red was as deep as our blood. Windows were clear and clean. The light above circled the perimeter as far as it could. Never had it let a boat sink and tonight was the same. Or could it change?

in the gloomy sky. Prominent and tall, the white structure seemed to look down at the wild sea, in disgust and embarassment, like a parent and a delinquent child.

Disobediently, the sea followed the orders of the wind, and danced erratically to it’s tune, splashing and hurling, spraying and swirling. The wind swept across the sea with the strength and speed that could tear the sky, like a discarded tissue.

The strips of white now wrestled with the dreary abundance of clouds, yearning for the chance to glide across the sky yet the constant dark sheet remained merciless and cold, denying any light through the barriers of gloom.
Language Paper 2: Reading

AQA FICTION READING

Spend around 1 hour on this section

What will the paper look like?

You will receive an insert with two sources. These will be non-fiction texts.

What will you have to do?

Q1 - Select four true statements from a specific list of information (skill - selecting information - inference)

Q2 - Source A & B both texts summarising skills - the question directs you to what you need to summarise. You need to make inferences and explain them using 'because'.

Q3 – How does the writer use language to...? This the exact same skill as in Paper 1, Question 2

Q4 - Source A & B whole texts comparison question with three bullet points to guide you on what elements of the text to compare
Sample exam insert from AQA P2

SOURCE A

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**Source A**

British climber, Matt Dickinson, together with his team, is attempting to scale Mount Everest. At base camp, a thousand feet below them, his colleague, Audrey Saikeld is the first to see the approaching storm.

**The Death Zone**

1. At 5,360 metres, base camp is a cheerless place at the best of times, but once the sun has dipped beneath the surrounding ridges, it is like living in a freezer. Shivering with the cold, Saikeld left the mess tent and walked across the ice of the Khumbu glacier towards her tent to find some extra clothing.

5. Glancing into the sky to the south, she became one of the first people, and probably the very first, to see what was sweeping up from the lower valleys of the Himalayas towards Everest. It was a sight which fixed her to the spot, all thoughts of seeking out a few more layers of clothing momentarily forgotten.

Sudden squalls are common in the afternoon on Everest but Saikeld had never seen anything like this before. She later described it as looking like a typhoon fire, great billowing illac clouds racing up from the south. She called out other members of the team from our tents, and they stood watching in awe as the apocalyptic vision crept silently and swiftly towards them.

13. At speeds touching 80 to 100 kilometres an hour, the storm whipped into the camp just minutes later, plunging the temperature down by ten to fifteen degrees in as many seconds, ripping into the tents in a blinding fury of driving snow. The storm swept up the southern flanks of Everest engulfing the ice-clad slopes effortlessly in a swirling mantle of hurricane-force winds. Within minutes it had the northern side in its grip and then it rose to take the summit. The mightiest mountain in the world disappeared from view as the storm took control.

If Shiva, the Hindu god of destruction, and Nemesis, the Greek goddess of retribution, had joined forces they could not have done a better job of devastation than nature itself did on that day. The timing was uncanny, as had it been possible to be. If the storm had struck in winter then no one would have been hurt. But as chance would have it, the tempest arrived on the busiest day of the Everest calendar, right in the middle of the pre-monsoon climbing season.

25. Our expedition, a British attempt on the North Face via the North-East Ridge, was at camp three when the storm thundered in.

We immediately knew that this was something far more dangerous than any other storm that had hit us in the eight weeks we had been there. The temperature fell to ten degrees below freezing, then twenty, then thirty degrees below. The wind became a constant, bullying force, pulling guy ropes from the glacier ice, tumbling fully-laden equipment barrels into crevasses and demolishing our canvas mess tent with frightening ease. The dome tents, built to withstand hurricane-force winds, creaked and groaned under the beating, distorted into shapes they were never designed for and straining the tent poles to their limits.

30. We could have been in the Antarctic, on the Greenland ice cap, or at the North Pole, so complete was the blanket of driving snow which obscured every feature around us. Not a single landmark, not even the huge North Ridge, was visible through the raging white-out of the blizzard.

Through the white wall of snow, and rising across the tempestuous roar of the wind across the glacier was another sound: a sinister howl which told of even greater powers at play in the altitudes above us; the scream of the storm as it whirled across the North Face at 8,000 metres and above.
40 There, in the ‘Death Zone’, more than thirty climbers were fighting for their lives. On the northern side three Indian climbers were stranded, exhausted and with their oxygen supplies running out, high on the North-East Ridge. On the southern side, two commercial expeditions were struggling between the South Col and the summit.

The night that faced them was a night from hell. By the end of the following day, the three Indian climbers on the north side and five of the climbers on the south were dead. The total of eight fatalities made this the greatest loss of life in any twenty-four hour period on the peak.

Glossary:

tempest – storm

South Col – a mountain path

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Sample exam insert from AQA P2

SOURCE B

Arthur Munby kept a diary in the 1800s, and in these extracts, taken from January 1857, he describes London in the snow.

London Snow

1 Wednesday, 2 January. Since midnight, snow had silently fallen, to the depth of six to eight inches; by breakfast time it was all over except a slight flaky dropping, and the day was calm and very cold. Nothing could be more beautiful; no charm more complete and charming. The trees around the fountain near Garden Court were laden with snow: an exquisite tracery of white branches, relieved against the dark red houses fronts.

5 But in the streets the transformation was greatest. All traffic, except aboot, was stopped; no cabs, no omnibuses, no wagons. The snow lay in heaps in the road; men were scraping and shovelling the footways; and people in thick coats and wrappers stepped noiselessly along. The Strand was as quiet and empty as a village street at nightfall; even the foot passengers were far fewer than usual.

10 Here in the heart of London, and at midday, there was absolute cleanliness and brightness, absolute silence: instead of the roar and rush of wheels, the selfish hurry, the dirt and the cloudy fog, we had the loveliness and utter purity of new-fallen snow. It fell without force or sound; and all things huge and hasty and noisy were paralyzed in a moment. I walked along enjoying the wondrous lovely scene, the long perspective of houses, all grown picturesque and antique; her gable roofs white against a clear sky, and every overhanging joint and beam in their outline picked out in brilliant white; and beneath them, the tumbled and peopletless pavement of snow. It was like the quainty still London of old, one might have been born in arm with Mr. Pepys, or even Mr. W. Shakespere. And this state of things lasted all day.

15 There were many crossing sweepers about. I noticed one near Saint Clement Danes, a girl of seventeen or so, in ragged but warm shawl, and a bit of an old bonnet, whose dark rough hair was covered with snow, and hung in a tangled white mass, like the foam of a waterfall, over her brown bonny face, as she stood with her broma under her arm, stamping and blowing her fingers.

20 Friday, 4 January. The cold out of doors at ten this morning was more intense, to my apprehension, than I ever remember. My beard froze, and the nap of my neck, and my heart seemed paralyzed. A headache came on, and by the end of the short walk from here to Whitehall I was almost helpless.

25 At 4pm I walked westward, thinking to call on my friends, the Thackerays. The Horseguards Parade and the Mall were one sheet of snow, with paths trodden but not swept: a thick brown fog brooded over it, deepening the twilight; and muffled spectral figures hurried to and fro across the slippery ground. In Victoria Street a girl begged of me: a ragged tall girl of nineteen, by name Caroline Randall, by trade an ironer; who has no home; who slept last night on a step in a sheltered corner, and felt ‘as cold as a frog’, she said.

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SOURCE B
## 2. Write a summary of the differences/similarities between the 2 texts

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<th>Example of Level 4 response</th>
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<tr>
<td></td>
<td>Select information which is relevant Use quotes from both texts Information that links to the question Use your own words to explain what the quote means Select a range of words or phrases that support your points</td>
<td>Make perceptive connections between the texts Select a range of quotes Make interesting inferences from both texts</td>
<td>The weather affects the people in Source A negatively. One way that the weather is presented negatively is that it causes fatalities. For example: ‘The greatest loss of life in any twenty-four hour period on the peak.’. This has a strong cynical effect on the climbers. The weather in Source B affects people in the sense that they become distracted but they are also happy for the distraction. For example: ‘We had the loveliness and utter purity of new-fallen snow.’. The cold is displayed as a beautiful thing in Source 2, whereas in Source 1 it is presented as a highly destructive force.</td>
<td>In Source A the weather is shown to affect people very severely and causes death. For example “the greatest loss of life...on the peak” This shows that storm in Source A was so severe that it actually caused fatalities. It also shows the overwhelming effect that it had physically on the people. The phrase “not a single land mark...was visible through the raging white-out” shows the disorientation caused by the weather. The fact that experienced climbers were so disoriented and lost by the storm shows that the weather can have a serious effect on anyone. We know that some of the climbers who died were experienced or at least...</td>
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</table>
Another way that the weather affects people in Source 2 is nonchalantly. In Source A, lives are taken, whereas in Source B the biggest issue that arises is that a homeless girl states that she ‘felt as cold as a frog.’

prepared as the were on “commercial expeditions”. This shows that nature in the form of weather can still have severe consequences to those who are trying to be prepared.

In Source B the weather is shown to have a much less serious effect on people. For instance “enjoying the wondrous scene” shows that the weather has actually been appreciated by some people and is shown to have positive effects. Furthermore, the effects of the weather are much more trivial and much less harmful than those in Source A. The phrase my “my beard froze” summarises the difference in the effects of weather. Having a frozen beard won’t cause any long term problems and will soon be gone again. Also this is in no way life threatening and is more of a minor problem. The phrase “as cold as a frog” also emphasises how the effects of the weather in Source B are negligible in comparison to the death and suffering in Source A. Overall, the effects are very different in both the sources, mostly a large change in severity.
| Q3. How does the writer use language to...? | Link to the question | Link to subject terminology | Use quotations - short and precise from the correct section of the text | Explain the meaning - explicit (obvious) and implicit (hidden) | Explain the effect on the reader or the writer’s intentions | Link quotations with similar meanings | Develop links to patterns in the language (lexical sets) | Offer comments which are pertinent and highly original | The writer uses a series of harsh metaphors and strong adjectives to stress the storms utter devastating state. The storm is said to be “ripping onto the tents” in a “blinding fury of driving snow” which may make the reader question if the storm is actually a storm. The violent verb “ripping” creates the effect that the storm is like a vicious animal, since one may be under the impression that only a beast with claws can ‘rip’ a tent with such sheer force. Even so, this action is followed up by the metaphor “blinding fury of driving snow” which stresses how fast the storm actually was. If the narrator was truly ‘blinded’ when the storm took place, this shows us that the speed of the the storm is enough to blind a human being. The writer also uses religious language to really put into perspective how strong the storm actually is. The storm is said to be on par, if not greater than “Shiva, the God of destruction” and “Nemesis, the Greek | The writer uses a semantic field about violence to describe the storm, with the verbs ‘whipped’, ‘plunging’ and ‘ripping’. This is used to emphasise the danger, deadliness and brutality of the storm. Violent language is used throughout the extract to emphasise that the storm was continuously violent and there was no respite. This implies that there was no visible end to the storm and that the climbers did not know when it would end. This point is emphasised by the writer’s use of the quote ‘ripping into the tents in a blinding fury of snow’, which demonstrates the strength and might of the storm while also implying that nowhere was safe. Furthermore, these tents would have been designed to withstand harsh weather, and the fact that they were ‘ripped’ apart implies that the storm is much greater than a standard storm on Everest. Personification is also used by the writer to show the storm’s strength with the quotes ‘it had the northern side in its grip’ and ‘the storm...
goddess of retribution.” Not only is this storm surpassing the strength of a “God”; a religious entity with supreme power. It is surpassing a God who is specifically suited for destruction. This shows us, as the reader, how immense this storm is, if the strength of the storm is greater than a God who’s only intention is to destroy. The emphasis put on the storm is one off a religious scale, showing us the true power of the storm that is present in the text.

Finally, the writer uses allusion to mythology to describe the storm and its motive. The writer states that ‘if Shiva, the Hindu god of destruction, and Nemesis, the Greek goddess of retribution, had joined forces they could not have done a better job of devastation than nature itself did on that day’. This implies that the storm has greater power than two gods joining forces, and the writer’s use of bathos emphasises this where he says ‘could not have done a better job.’ The use of bathos implies that the ‘high and mighty’ gods have been outdone by a simple act of nature. Furthermore, the fact that the Greek goddess
of ‘retribution’ is mentioned implies that the storm wanted revenge for something, perhaps the fact that the climbers were interfering with the mountain’s environment and disturbing nature. This is reinforced by the writer’s use of emphasis that ‘the tempest arrived on the ‘busiest’ day of the Everest calendar’, which implies that the storm chose the time where there would be most victims, perhaps as a message to future tourists and climbers.

Q4
Compare how the writers convey their different perspectives on....

Cover the three bullet points
Compare using quotes from both texts
Use connectives of comparison
Write about both source texts
Select details from across the whole text (don’t just focus on one part of the text)
Select a range of comparative details
Use subject terminology to refer to the quotes you have selected
Link to the question in your answer

Compare ideas in a perceptive way
Analyse the writer’s methods in a detailed way
Show a detailed understanding of the different ideas in both texts
This is worth 50% of the paper and you should spend approximately 45 minutes on it.

You should plan your ideas.

You should aim to write 2-3 sides.

You should allow time to check your answers.

** NON-FICTION WRITING **

What is it?

Transactional Writing is a posh way of saying writing for a specific purpose, audience and format (PAF). This is a test of your ability to create a text for a real life transaction, if you like.

Different tasks will ask you to write for different purposes but these will generally be:

Your audience will generally be specified in the question and you may be asked to write to:

A particular person
Someone in a specific age range
Someone with a particular interest
Someone who you know well/do not know well

This is when it is important for you to consider the tone and formality which you write your response in. If you are creating a letter for a mum or dad, then you should still use Standard English but you can be less formal in the way you respond. However, a letter to a Chief Executive to inform of difficulties will require formality and a tone which sounds authoritarian.

The format will vary and you may be asked to create a text which is in the following styles:
Letter
Newspaper article/magazine article
Blog
Leaflet
Speech

This is why it is so important to check the question and highlight the task carefully. Maybe scribble PAFT on the exam paper and identify these before you begin planning the response.

Things to remember:
You must check the Purpose, Audience and Format carefully for each task (PAF).
Think carefully about who you are writing for and decide if the response should be formal or informal.
Also, consider the tone you write in. If you are writing to the school to inform them it is unlikely that a chatty, informal style will be appropriate, however to your parents this would be fine.
The way you write is important so you should be aware of technical accuracy relating to: sentence structures, punctuation, vocabulary and spelling.
Remember to use TIPTOP for your paragraphs and vary the length of these for effect.
Never underestimate the importance of planning. Perhaps you could, spend 5 minutes creating a mini mind map, which you can use as a checklist to make sure you include enough detail and cover a wide enough variety of ideas in response to the task.

AQA SPECIFICATION INSTRUCTIONS:
AQA requires you to complete one question with 24 marks for communication and 16 marks for the technical accuracy. (40 marks in total)

You should spend 5 minutes planning and then 40 minutes writing your response.

Example questions with responses from AQA

‘Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.’

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

(24 marks for content and organisation)

(16 marks for technical accuracy)
<table>
<thead>
<tr>
<th>Q5</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*real student response</td>
<td>*real student response</td>
</tr>
<tr>
<td>To a certain extent, I agree that snow does look exciting and fun especially for younger children but it is mainly a hazard and dangerous for them too. For example many young children like to play in the snow but it causes accidents for them when they slip and bang their head on the floor. However, it is not just young children but older adults such as the elderly too. For example the elderly struggle to walk anyways on a daily basis and when it snows, it creates an even bigger hazard for them as they can’t step out the house for important reasons such as medical appointments. Therefore it creates a danger for both the elderly and young children. It is proven that 48% of people have fallen in serious injuries due to the snow, so</td>
<td></td>
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<tr>
<td></td>
<td>Snow. The joy and/or sorrow that floods into our bodies when we wake up in the morning to see that cars are camouflaged into the driveway by a wash of a white substance.</td>
<td>Snow. Thinking of endless things to do on our bucket list of the day which somehow always manages to include the outdoors, i.e. building a new friendly snowman (before it melts into the ground later), sledging down a steep hill for a local (and free) exhilarating ride, and snowball fights with the ones you love. Snow. It somehow excites you and motivates you for the most common thing associated with the cold weather; Christmas time. “I’m dreaming of a White Christmas”, unless of course the snow randomly comes in April time (which is no surprise for the British weather), and Christmas Day ends up looking like any other normal day. The snow makes the</td>
</tr>
</tbody>
</table>
wouldn’t you say that it is a danger for them?

Another problem or disruption that it causes is about school: many schools like to be open when it snows as they clear it away and put grit on the roads for people to drive, However - I would still say that it causes a disruption as students find it difficult to attend this day. Many students who live further away from school come on a bus and most buses are shut on this day so it causes disruption for them. It is proven that 73% of schools in the UK continue to be open when it snows so the majority of students still have to attend this day. Also it causes a problem for those students who are able to attend as most students do not attend and less ons aren’t on as normal and so they miss out on their education. So wouldn’t you just agree and say that snow isn’t all a show; it causes more problems than excitement?

day special, no matter what the occasion.

It is also a tell-tale sign of the utterly ecstatic feeling of soon receiving the news that work or school is cancelled. That, my friends, is why you want to thank the snow. Work being cancelled for the day is the best possible outcome.

Snow. It isn’t just linked to brilliant events taking place, but what about its appearance? The crisp white colouring is the definition of picturesque, created by Mother Nature herself. Watching out of your window in your pyjamas as a five-year-old Kid, gazing at the aesthetically pleasing miniscule snowflakes that clump together, to create a gigantic wash of mouldable ground. The cars being camouflaged into the driveway by a wash of a white substance. The overall joy that floods into our bodies.

What about the negative aspects? Surely, after what I’ve just described you’d think that they don’t exist. But they do.
Linked to this, I would also say that it causes a problem for people who work. People who have important jobs are not able to take this day off such as doctors as they need to continue and fight for people’s lives and it causes a transport problem for them as roads don’t get cleared off early in the morning or during the night. I would say that it’s not fair for some people to work and for some people to not.

On the other hand, to a small extent I would disagree with the question because when it snows, young children like to play outside and have fun and it creates a little excitement in their life. It is proven that 77% of children have snowball fights and play with the snow. It only snows once or twice a year and so they don’t get this opportunity every day, so therefore I would say that snow is fun and exciting, wouldn’t you?

Snow. It is a force to be reckoned with. You may think that we have the upper-hand but you are sadly mistaken. The snow can make your practical day a living nightmare. Let’s create a scenario. You have planned this day for weeks; visiting family down south in the hope to catch up before Christmas Day. Seems simple, right? Wrong. You have to catch two trains, with a fifteen-minute drive to the Station, and a 20 minute drive to your parents’ house. Of course on a normal day, this would be simple but tiresome. However, when you wake up and snow/a wash of white fills up in your eyes, suddenly annoyance creeps up your spine. It is now your enemy. The snow is too thick, therefore the trains and buses are cancelled, and traffic is never-ending doom. Inconvenient cars are the only option to travel, along with walking. Vehicles are dangerous in this weather; skidding, slipping and sliding. There is the risk of no control, leading to accidents.

When snow is fresh, it is fun most of the time. However, the real problem lies when it melts into
In conclusion, overall I would say that it causes more disruptions and problems for people rather than excitement and so I agree with the statement. Wouldn’t you also agree with me?

thin ice. In my opinion, slippery roads and pavements are the worst conditions. Vehicles instantly have a loss of control which could lead to frightening events occurring. However, being a pedestrian, there is always the chance of falling over and being publically embarrassed. Although it is not much of a big deal, no one likes being laughed at. This is the sorrow that floods into our bodies.

Snow. You either love it, or hate it. You can decide.

<table>
<thead>
<tr>
<th><strong>Glossary of techniques</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>Alliteration</strong></em>: a series of words in a row which have the same first consonant sound.***</td>
</tr>
<tr>
<td>Assonance: repetition of vowel sounds.</td>
</tr>
<tr>
<td>Allegory: extended metaphor in which a symbolic story is told</td>
</tr>
<tr>
<td>Anecdote: a short story using examples to support ideas</td>
</tr>
<tr>
<td>Bias: inclination or prejudice for or against one person or group, especially in a way considered to be unfair</td>
</tr>
<tr>
<td>Cliché: overused phrase or theme</td>
</tr>
<tr>
<td>Consonance: repetition of consonant sounds, most commonly within a short passage of verse</td>
</tr>
<tr>
<td>Caesura: a break in the middle of a line of poem which uses punctuation (any . , ; etc...)</td>
</tr>
<tr>
<td><em><strong>Connotations</strong></em>: implied or suggested meanings of words or phrases***</td>
</tr>
<tr>
<td><em><strong>Dialogue</strong></em>: speech***</td>
</tr>
<tr>
<td><em><strong>Directive</strong></em>: using you we or use***</td>
</tr>
<tr>
<td><em><strong>Ellipsis</strong></em>:... using 3 dots as punctuation to express emotion or that something has been omitted from the writing***</td>
</tr>
<tr>
<td>Enjambment: incomplete sentences at the end of lines in poetry</td>
</tr>
<tr>
<td>End-Stopping: punctuation at the end of a line of poetry</td>
</tr>
<tr>
<td><em><strong>Emotive Language</strong></em>: language which creates an emotion in the reader***</td>
</tr>
<tr>
<td><em><strong>Exclamation mark</strong></em>: ! punctuation used to express surprise, shock, shouting etc.***</td>
</tr>
</tbody>
</table>
- **Extended Metaphor**: a metaphor that continues into the sentence that follows or throughout the text
- ***Facts***: information that can be proven
- ***First Person***: using I to tell the story
- ***Humour***: Provoking laughter and providing amusement
- ***Hyperbole***: use of exaggerated terms for emphasis
- ***Imagery***: creating a picture in the readers head
- **Juxtaposition**: placing contrasting ideas close together in a text
- ***Metaphor***: a comparison as if a thing is something else
- **Motif**: a recurring set of words/phrases or imagery for effect
- **Onomatopoeia**: words that sound like their meaning
- ***Opinion***: information that you can't prove
- **Oxymoron**: using two terms together, that normally contradict each other
- **Pathetic Fallacy**: ascribing human conduct and feelings to nature
- **Protagonist**: the main character who propels the action forward
- ***Personification***: giving human qualities to inanimate objects, animals, or natural phenomena
- ***Repetition***: when words or phrases are used more than once in a piece of writing
- ***Rhetorical question***: asking a question as a way of asserting something. Asking a question which already has the answer hidden in it.
- **Sibilance**: repetition of letter 's', it is a form of alliteration
- **Second Person**: using ‘you’ to tell a story
- **Superlative**: declaring something the best within its class i.e. the ugliest, the most precious
- **Sensory detail imagery**: sight, sound, taste, touch, smell
- ***Simile***: comparison between two things using like or as
- ***Statistics***: facts and figures
- **Symbolism**: the use of symbols to represent ideas or qualities
- ***Third Person***: using ‘he, she it & they’ to tell the story
- **Tense**: writing which is in the past, present or future
- **Triplets**: repetition of three ideas, words or phrases close together
- ***Tone***: the way a piece of text sounds e.g sarcastic etc.

**Sentence Structure information**

Sentence structures: **simple** – a short sentence which uses capital letter at the start and full stop at the end and has only one clause in it. **Compound** – two clauses joined by a connective (use the FANBOYS acronym). A **complex sentence** contains one independent clause and at least one dependent clause. Unlike a compound sentence, however, a complex sentence contains clauses which are not equal. **Complex sentences** are sometimes called a three part sentence and often use a variety of sentence openings (use the PANIC acronym). **Clause**: a clause is one independent idea which forms part of a sentence

**Word Class Analysis**

***Adjective***: a word used to describe
***Adverb*** – often ly words which describes how things are done
***Modal verbs***: verbs which offer a choice – could, should will etc.
***Connotations:*** implied or suggested meanings of words or phrases
***Noun***: the name of something (Proper Noun: people, places, dates & months must have a capital letter at the start)
**Pronoun:** Pronouns are short words like 'it', 'she', 'he', 'you', 'we', 'they', 'us', and ‘them’, used instead of names

**Preposition:** A preposition is a word such as after, in, to, on, and with. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence

***Verb: a word used to describe an action***