

Answers for Practice Papers

English Language

Paper 1 Section A: Reading

Question 1

Choose four from:

- It was August.
- The day is very hot even at mid-morning
- The sun is 'burning'.
- The sun is so hot that it 'scorched' Dorothy.
- The road is dusty and very hot on the surface.
- The day is 'glorious'.

Question 2

Relevant points to explore through examples:

- The long sentences convey a sense of rush and weariness on the part of Dorothy.
- The constant use of the word 'and' to add detail to long sentences also contributes to the sense of weariness and haste.
- The long sentences, lengthened by the use of the word 'and' give the impression that Dorothy has little sympathy with the women. This impression is enhanced by the harsh descriptions: 'bad legs', 'sour-smelling children'.
- The description is built around lists – of events and adjectives – that suggest that the visits are just something to be 'got through' in a routine way.
- Using the women's words for tea – 'a nice cup of tea' – suggests that Dorothy is mocking them. This also suggests that she is unenthusiastic about the visits.

Question 3

Relevant points to explore through examples:

- Paragraphs used to divide the episode into topics that naturally lead from one to the other. This movement between paragraphs is strengthened by the links to the previous paragraph at the starts of paragraphs four and five.
- There is a tone of scorn throughout, beginning with the implied criticism of 'people who don't have to work'. Another tone throughout is one of superiority on the part of Dorothy.
- Long 'add-on' sentences and lists of details give a consistent style to the passage, suggesting that Dorothy's mood and attitude never changes on these visits.

Question 4

Relevant points to explore through examples:

- This paragraph sounds as though it is narrated by Dorothy, even though it is a third-person narrative (by the author). We are inside Dorothy's head, and the 'Yes...' at the end gives a strong impression that Dorothy is speaking to herself, coming to a firm conclusion about her experience.

- The descriptions of the women are quick and very judgemental as though they can be easily 'written off' ('illiterate people', 'endless mortuary tales'). This gives a strong impression of Dorothy as a superior, snobbish person.
- Lists of details and rushed sentences give the impression that Dorothy is either too busy to truly sympathise with the women, or – more likely – that she doesn't think they deserve sympathy. The style overall makes Dorothy sound callous, and perhaps even self-important.

Paper 1 Section B: Writing

Question 5

Either:

You could:

- Describe the picture, including the 'mood' of the scene.
- Describe the scene from the point of view of the cyclist.
- Describe the cyclist's thoughts and feelings.
- Describe the cyclist's day up to this point.
- Describe the scene from the point of view of someone watching through binoculars.
- Do **not** write a story.

Or:

You could:

- Write in the first person from the point of view of the visitor.
- Write about what happens to someone as they wait for the visitor.
- Start with the visit and then flashback to what happened to cause the visit. For example, had the visitor arrived because the person owed them money?

English Language

Paper 2 Section A: Reading

Question 1

A, D, E, H are the correct answers.

Question 2

Some differences:

Chile (Source A)	England (Source B)
The men get organised under clear leaders.	No deliberate organisation.
The men are trapped and shut in the mine: they cannot find a way out.	The men find a way out through the lift shaft although they have to wait to be rescued.
The men are in danger but do not see any dead or injured miners.	The men see some very distressing sights – dead and mangled bodies.
Not rescued.	Survivors rescued.

Question 3

Relevant points to explore through examples:

- Use of words that occasionally suggest that we are hearing the miners' thoughts as though we are there with them, rather than just reading about the disaster afterwards: 'now', 'perhaps', etc.
- Occasional use of short sentences for dramatic effect. Sometimes sentences are not even complete sentences: e.g. 'An escape route.'
- Personification for dramatic effect: 'Hunger, thirst and fear closed in on them.'
- Dramatic/emotive vocabulary choices.
- Use of rhetorical devices such as repetition ('...were slim'...'were zero on line 14), and rhetorical question (lines 29–30) for dramatic effect.

Question 4

- Source A is more dramatic in the way it is narrated. Clearly the narrator wants to emphasise the dramatic elements of the story. Source B is narrated by a survivor who must have been very distressed by the experience but it is much less dramatic and factual as though the narrator is not trying to find dramatic value in the event.
- Refer to the techniques you have analysed in Question 3 and the differences you found in Question 2.

- Source A implies that the disaster is a crime – it is the result of negligence. Source B is neutral and does not imply any beliefs about causes.

Paper 2 Section B: Writing

Question 5

- If you argue against the statement then you must either claim that schools/colleges/workplaces are already safe and healthy enough, or that it is already taken seriously enough.
- Make sure you organise your points clearly in a series of paragraphs.
- Write clearly and in a formal style.
- Do not be overdramatic in your style or you will sound threatening rather than knowledgeable.
- Make sure you refer to specific examples of health and safety risks, safeguards and/or incidents.

English Literature

Answers will vary according to the material studied. You should refer to the AQA English Literature mark schemes when checking your answers.