

GCSE ENGLISH LANGUAGE

(8700)

Marked responses
8700-2 Q3 Levels 1-4

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EXAMPLE RESPONSES



Subject terminology but not used correctly

You now need to refer only to **Source A** from lines 13 to 23.

How does the writer use language to describe the storm?

The writer uses ^{adjective} adjective when he says "cloudy fog" this suggest the writer is sayin that if there was clouds which were full of fog and by sayin this it gives the effect on the reader on what happens.

Subject terminology but not used correctly

Simple textual detail but quotation is incomplete

Simple comment on the effect of language

The writer also uses ^{adjective} adjective when he says thy were paralyzed in moment" when the writer says it was paralyzed this gives the effect on the reader that something has stopped working this links to a human if he was paralysed he won't be able to move his legs.

Level 1: 2 marks

Simple awareness of language in second paragraph; simple comment on the effect of language; simple textual details but subject terminology used incorrectly throughout.

Some appropriate textual detail

Attempts to comment on the effects of language

Some use of subject terminology

Attempts to comment on the effects of language

You now need to refer only to Source A from lines 13 to 23.

How does the writer use language to describe the storm?

[12 marks]

The writer uses adjectives and verbs like 'ripping, blinding like 'ripping, blind blinding, and engulfing' to show how devastating the weather is. The quote 'the tents in a blinding fury of driving snow'. The noun "fury" suggests that something serious is happening like a snowstorm. The writer has chosen this word to show an emotion from the weather.

Another quote to show how to describe the storm is 'the storm took control'. The noun control suggests that something has been taken over and it's like it can control anything it likes. The writer has chosen this word to show that the storm has taken over and to give the feeling as if you don't know what it will do next.

Level 2: 5 marks

Some understanding of language; attempts to comment on the effects of language; some use of appropriate textual detail; some use of subject terminology.

In the first sentence, the student selects "ripping, blinding and engulfing" and says that this shows "how devastating the weather is". This is an attempt to comment on the effects of language (level 2). These three words are not, in fact, one quotation but come from three separate places in the text. Rather than considering their effect collectively, the response could be improved by analysing the effect of each word individually, so that the explanation of effect can be precise and contextualised.

You now need to refer only to Source A from lines 13 to 23.

How does the writer use language to describe the storm?

[12 marks]

Attempt to comment on the effect of language

Some appropriate textual detail – although unhelpfully placed after the attempt to comment on effect.

Just about a clear explanation of the effect of language by "sheer force" at the end.

Attempt to comment on the effect of language

The writer uses a series of harsh metaphors and strong adjectives to stress the storm's utter devastating state. The storm is said to be "ripping onto the tents" in a "blinding fury or driving snow" which may make the reader question if the storm is actually a storm. The violent verb "ripping" creates an image in the reader's mind of how it 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 has its followers by the metaphor "blinding fury or driving snow" which stresses how fast the storm actually was. If the narration was truly 'blinded' when the storm took place, this shows us that the speed of the storm is enough to blind a human being.

Relevant textual detail

A series of clear explanations of the effects of language

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, is not greater than "Shiva, the God of destruction" and "Nemesis, the Greek goddess of retribution." Not only is this storm surpassing a God the strength of a "God"; a religious entity with supreme power. It is surpassing a God who's only who is specifically suited for destruction. This shows us, as the reader, how immense this storm is, is 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.

Level 3: 9 marks

Clear understanding of language; a series of clear and developed explanations of the effects of language; relevant textual detail; clear and accurate use of subject terminology

You now need to refer only to Source A from lines 13 to 23.

How does the writer use language to describe the storm?

[12 marks]

Relevant textual detail

Clear understanding of language

Clear explanation of the effects of language

Clear explanation of the effects of language

Clear use of subject terminology

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 took control'. The first quote compares the storm to a person, with a mountain in their grip. This implies

Beginning to analyse the effects of language

that the storm must be Colossal to hold a Mountain, and that to have it firmly in its 'grip', it must have copious amounts of strength. The second quote compares the storm to a captain or pilot, as it has 'taken control' of the situation and is now able to decide what happens. This implies that the storm has great power, as somebody who takes control of a situation generally shows power and authority.

Finally, the writer uses allusion to mythology to describe the storm and its motive. The writer states that 'of 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.

Sophisticated use of subject terminology

Perceptive analysis of language

Perceptive understanding of language

Level 4: 12 marks

Perceptive understanding of language, where the analysis, especially in the final paragraph, is of the highest quality; sophisticated and accurate use of subject terminology, with a judicious selection of textual detail.

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You can talk directly to the GCSE English subject team

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