

Project Objectives

The project aims to demonstrate an increase in the progress made by pupils identified as being most-able across all subjects, specifically in developing a culture for learning at key stage 3. Through developing strategies in teaching and learning that allow pupils to access higher order thinking skills, improving pupils' capabilities to work independently and engaging parents in their child's learning, the project aims to show how progress has been accelerated resulting in a greater level of attainment.



LANG PAPER 2

AQA SAMS 3 - ABERFAN / LONDON

Do Now

- Read Source A – using the cover of the insert and box at the top of the s
aid understanding on:

ideas and perspectives of the event described

You must:

- Focus on the question above
 - Is he positive or negative about the event
 - What methods (techniques are used by the writer to talk about the eve
 - Identify if/why the viewpoint of the writer changes in a source
 - Comment on advanced methods: sarcasm, tone, etc.
 - 🕒 Highlight short snappy quotations to support your ideas.
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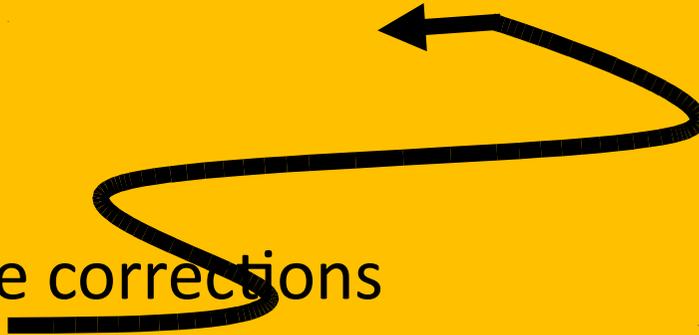
Do Now

- Edit work in blue

Methods – writer used to present ideas and perspectives of the event described

You must:

- Edit your work in blue- include corrections



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 ideas and perspectives of the event that they describe.

In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response with references to both texts.

Success Criteria:

- ✓ Make **POINTS** about the writer's viewpoint
- ✓ Give **EVIDENCE** to prove this
- ✓ Identify the **METHODS/DEVICES** the writer is using.
- ✓ **EXPLAIN** what this shows about the writer's view/intentions
- ✓ **COMPARE** with the other source.

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Question 4



Focus on perspectives



Identify a range of methods used by the writer



Explore the effects of these methods



Make meaningful comparisons between the texts

- Quick Plan
- What is the **viewpoint** of each writer? What does each writer think/feel/believe, etc? Make a quick plan:

Source A: Writer's Viewpoint	Source B: Writer's Viewpoint
He believes.... He thinks....	He believes.... He thinks....

Plan to 1) Compare – what's different or similar about the writer's view

Source A: Writer's Viewpoint	Source B: Writer's Viewpoint

r methods /device

Source A: Writer's methods/ devices	Source B: Writer's methods/ devices

Question 4: Suggested writing frame

- In source A the writer's viewpoint is....
- For example it says '.....'
- The writer uses (method/subject term/ device) which suggests....
- Clearly the writer is showing/trying to....
- **By contrast**, in Source B the writer's viewpoint is different/similar because...
- For example it says '.....'
- The writer uses (method/subject term/ device) which suggests...
- Clearly the writer is showing/trying to....
- This is different/similar to source A because...

Viewpo
⇒ Quo
⇒ Effe
⇒ Zoo
⇒ Con
⇒ ST/M
⇒ Com

Top Tip:

- 🕒 Try to include more than one quotation to support your point.
- 🕒 Explain all quotations.
- 🕒 Really zoom in on the quotation.
- 🕒 Remember subject terminology.
- 🕒 Use comparatives and connectives to compare the sources/writers

Comparative Connectives

Connectives to show similarity

- Similarly
- Equally
- Likewise
- As with
- Like
- In the same way

Connectives to show difference

- Whereas
- On the other hand
- Instead of
- Alternatively
- Unlike
- However
- In contrast

- **To get the higher marks, you need to:**
- 🕒 Compare **viewpoints** and compare the **methods**
- 🕒 Identify if/why the viewpoint of the writer changes in a source
- 🕒 Insert **more comparative phrases** and **connectives** as you go to compare the sources/writers.
- 🕒 Comment on **advanced methods**: sarcasm, tone, etc.
- 🕒 Use regular short snappy **quotations** to support your ideas.
- 🕒 Explain how the **perspective** (when or where they are writing) impacts on their viewpoint.

Question 4: Example Answers

• Grade 3-4

In source A, the writer is shocked and saddened by what happened. He describes the events as a 'disaster' and gives the impression that the village is a dark and dangerous place. In comparison, in source B the writer is worried about more serious earthquakes happening in the future. One method he uses is a rhetorical question when he asks 'who can say what strange trial ... may await us?' suggesting this kind of disaster or worse might happen again.

Grade 8-9

The writer of source A seems dispassionate at first as he paints the picture of gloomy, isolated Aberfan as 'tucked away' from sight and mind. The verb 'tucked' is more usually associated with being tucked up in bed and tends to have more positive connotations of safety and warmth. But here, the writer uses it differently, perhaps to imply complacency. He reinforces this view when he creates the sense of a malevolent 'killer' stalking its victims. He sees this disaster as 'cruel' and a 'shame' on 'God and man'. This time, the emotive connotations of 'shame' refer to God to suggest a biblical connection as with the shaming of sinners. **In contrast**, the writer of Source B mentions the earthquake, which seems so minor it was hardly noticed in London. One method he uses is exaggeration. He describes the incident out of all proportion, with the Midlands for example, where it merely 'broke crockery'. The reference to broken crockery is hardly momentous yet through it, the writer cleverly understates the threat. At a certain point, something he escalates later in his report when he asks the rhetorical question: 'who can say what strange trial ... may await us?' Here the reference to 'trial' reveals the writer's view of the potential dangers a future earthquake might bring. Just as a defendant is put on trial for life, so he seems to imply that next time a similar earthquake might lead to loss of lives and so should be taken more seriously.

The writer of Source A **seems** dispassionate **at first** as he paints the picture of gloomy, isolated Ab lies 'tucked away' from sight and mind. The **verb** 'tucked' is more usually associated with being tucked bed and tends to have more positive **connotations** of safety and warmth. **But here, the writer uses it differently, perhaps to imply complacency.** He reinforces this view when he creates the sense of a m 'killer' stalking its victims. He sees this disaster as 'cruel' and a 'shame' on 'God and man'. This time, **emotive connotations** of shame link with God to **suggest** a biblical connection as with the shaming of

In contrast, the writer of Source B mocks the idea of the earthquake, which seems so minor it was noticed in London. One method he uses is **exaggeration** where he describes the incident out of all proportion with the Midlands for example, where it merely 'broke crockery'. The reference to broken crockery is momentous yet through it, **the writer cleverly understates the threat at this point, something he explains later in his report** when he asks the **rhetorical question**: 'who can say what strange trial ... may await'. Here the reference to 'trial' **reveals the writer's view** of the potential dangers a future earthquake might bring. Just as a defendant is put on trial for life, so **he seems to imply** that next time a similar earthquake might lead to loss of lives and so should be taken more seriously. Perhaps the writer of source B uses a more sarcastic, mocking tone because it was a superficial disaster; whereas in Source A, a mournful tone is used because lives were lost and the writer believes that this kind of disaster shouldn't occur in the twenty-first century.

Examiner's report 2018:

Where students were less successful, they tended to fall into the same traps as last year: focusing on ideas at the expense of perspectives; dealing with the texts separately without making meaningful connections; and identifying methods used without exploring their effect or how they contributed to presenting the writer's point of view.



In Source A, the writer is concerned that the disaster is shocking and should not have happened in the first place. He describes the village as a dangerous place to live and work and makes the point about the tips 'As everyone has ... seen danger in them, but mostly they are endured as a life'. His choice of the word 'endured' implies that its people have put up with a lot of hardship and are brave, but shouldn't have had to face the tragedy of the landslide.

However the writer in Source B is worried about more serious earthquakes happening in the future. He engages the reader more with rhetorical questions when he asks: 'who can say what strange trial ... may await us'. Here the reference to 'trial' reinforces the idea of hardships and dangers which may continue with future earthquakes.

Question 2 You need to refer to Source A and Source B for this question. Both Sources give details about the places where the events occur. Use details from both Sources to write a summary of the differences between Aberfan and London.

- 8 marks
- 13 Minutes
- **Summarise** the main points
- **Annotate key points** as you read
- **Compare** the main points
- **What is different** about the viewpoints / perspective
- **No language analysis required**

Examiner's report 2018:

The wording of this question included the phrase 'what you understand about', which was intended to encourage students to infer meaning rather than simply summarise. **It is vital that, in preparing students to respond to Question 2, it is made very clear that interpretation is at the heart of both key skills assessed here (making inferences and showing differences).**



Q2

Aberfan



- Small village – ‘few people had ever heard of’
- ‘tucked away’
- ‘river as black as the Styx’
- ‘slowly exhausting industry’
- ‘disused canal’
- ‘decaying railtracks’

London



- London – ‘colossal city’
- ‘so accustomed to noises’
- ‘great river’
- ‘ceaselessly streaming’
- ‘vast warehouses’
- ‘trains rush past’

Q2 – Sample response:

While Aberfan is described as a ‘small mining village’ which was ‘tucked away’ in a peaceful valley, **London is** described as a ‘colossal city’ full of ‘noises, shocks and tremors’. By describing such a peaceful Welsh village which people existed in a ‘twilight’ world, **it is inferred that Aberfan** would have remained largely unknown had it not been for such a terrible tragedy.

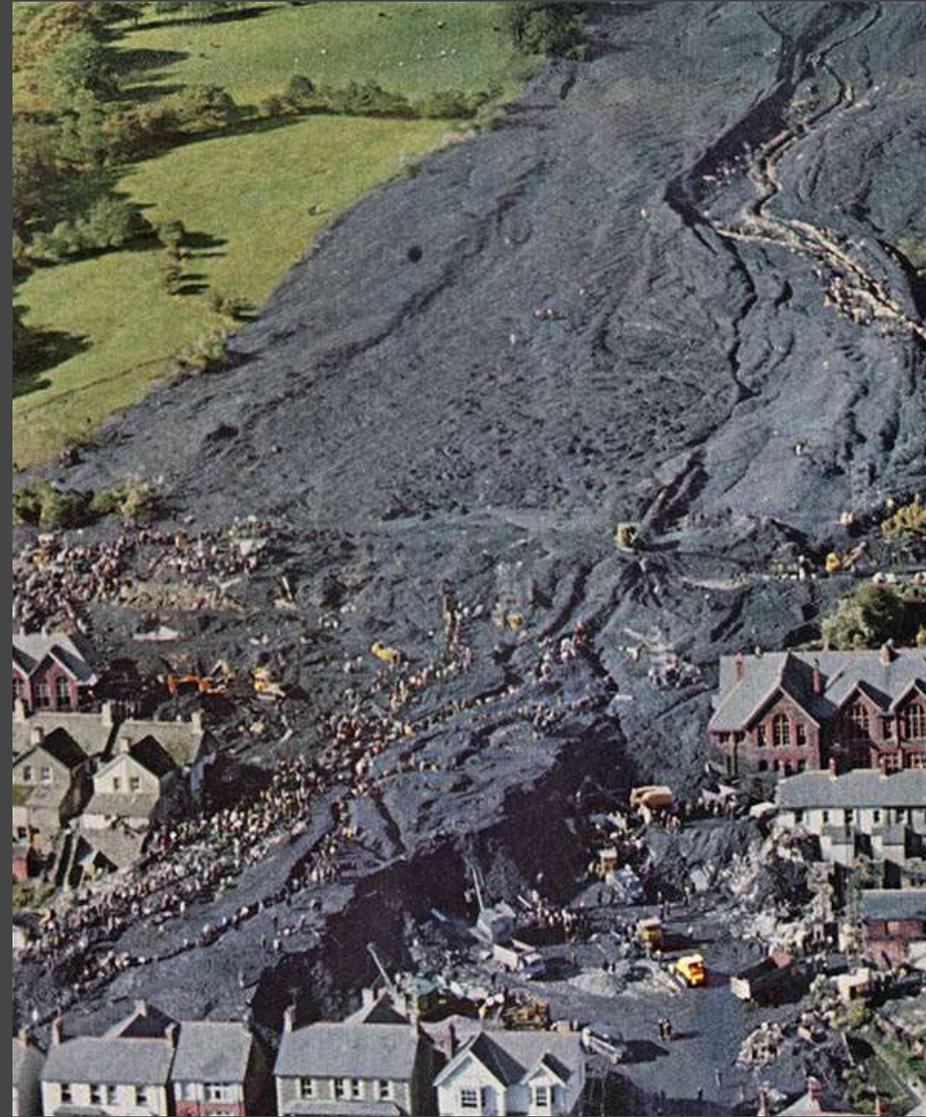
In Source B London is depicted as a thriving city, where ‘trains rush past’ and men work long, arduous hours. This **contrasts** to Aberfan which **seems to** be in decline and struggling with a ‘disused canal’ and ‘decaying railway’. **While** the people of London were not used to life being ‘calm and quiet’ **implying that** there was always something going on – Aberfan was disappearing under a ‘coating of grime’ and both the people and the place were seemingly ‘anonymous’ and unimportant until that one terrible day.

Q3

You now need to refer **only to Source A** from **lines 27 to 40.**

How does the writer **use language** to describe the coal tips?

[12 marks]



Examiner's report 2018:

Students should be encouraged to **look at the specific effects of particular words, zooming in on them for a really tight focus and engaging with a contextualised response to the language** by referencing the source material, rather than making vague and potentially speculative comments about the impact of the language on the reader.



Highlight key quotes.

Choose those which allow you to talk about a range of devices / features.

- ‘as though dumped by the hand of God’ – simile
- ‘like black pyramids’ – simile
- ‘inching ominously’ – verb / adverb
- ‘a killer with a rotten heart’ – personification
- ‘fatal seeping’ – adverb
- ‘mountain of moving muck’ – alliteration
- ‘treacherous’ – adjective
- ‘stupefying filth’ – emotive / powerful (highlight adjective)





QUESTION 5

‘Floods, earthquakes, hurricanes and landslides – we see more reports of environmental disasters affecting the world and its people every day.’

Write the text of a speech or debate at your school or college in which **you persuade young people to take more responsibility for protecting the environment**.

(24 marks for content and organisation 16 marks for technical accuracy) [40 marks]

Examiner's report 2018:

It is the overall quality of the communication which determines the level, not the quality of the individual points and therefore students and centres should **focus their efforts on ensuring a clearly identifiable point of priority.**

Students working at the higher Levels **typically demonstrated a conscious crafting of language**, characterised by moulding of features to suit the context: extended metaphor and other imagery, incorporating purposeful rhetorical devices to devastating effect. The sequencing of their ideas was also exceptional, with a sense of momentum building in their response as they were drawn inexorably into **a series of increasingly compelling points, leading to a carefully structured conclusion.**

