**Paper 2 Practice Paper #4**

Q1) Read again the first part of Source A from lines 1 to 18.

* Choose four statements below which are true.
* Shade the circles in the boxes of the ones that you think are true.
* Choose a maximum of four statements.
* If you make an error cross out the whole box.
* If you change your mind and require a statement that has been crossed out then draw a circle around the box. [4 marks]

|  |  |
| --- | --- |
| Mr Panizzi is said to be the founder of the reading room at the British Museum | T |
| The huge hall is rectangular in shape |  |
| Policemen and wardens challenge people as to why they are in the reading room | T |
| There are no further police or wardens in the great hall |  |
| Sometimes visitors are asked to show their passports by the janitor | T |
| Visitors are allowed to take umbrellas into the reading room |  |
| Some of the rows of books reach forty or fifty feet up into the air | T |
| Three light galleries are used to reach the books. |  |

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Q2) You need to refer to Source A and Source B for this question.

 Both sources describe the different experiences of visiting the British Museum in London.

 Use details from both sources to write a summary of what you understand about the different experiences of visiting the British Museum. [8 marks]

* Source A describes the writer’s experiences of visiting the reading room of the British Museum, whereas Source B reviews the British Museum for an audience of American tourists.
* Source A describes in detail the physical appearance of the reading room (“The huge domed hall behind him*,* his work and monument, is one of the wonders of Europe”, “Colouring for the sides is furnished by rows of the books themselves which run round the walls to a height of some forty or fifty feet, and are reached by two light galleries”) and the experiences any hypothetical visitor would likely have to go through just to get to the room itself (“the policemen and warders challenge the visitor with a "Reader, sir?"”) Additionally, the writer also provides his own opinions about the reading room and its facilities: “Nothing more comfortable or convenient can be conceived.”
* The writer goes into detail about the types of texts available to those within the reading room and names specific titles: “long lists of the old magazines, like the Gentleman's, Annual Register, etc; ambitious collections of universal science and knowledge, such as the Pantheon Litteraire, and Diderot's Encyclopaedia”. The writer implies here that he expects his readers to have knowledge of these titles already. Finally, the writer describes the work of the staff at the reading room and praises them for their energy and enthusiasm: “A more intelligent, willing, and obliging class of men cannot be conceived, always ready to volunteer' assistance, even outside their special duty”. He praises them in particular for helping novices and old veterans, and praises the behaviour of everyone within the reading room.
* In contrast, Source B is a review of the British Museum and is written for American tourists. Rather than focusing on one specific part of the museum, it gives an overview of the whole museum and lists many of the artefacts on display: “From the Rosetta Stone to the Elgin Marbles to the Lindow Man, the British Museum is a history buff's dream containing artifacts in the millions.” In Source B the writer advises potential visitors on how to organise their visit: “If you want a little help navigating the museum's 8 million objects, consider tagging along on a guided tour.” Additionally, the article provides information on tour prices: “You can also book a highlights and special early morning tour for 14 pounds (around $20) and 30 pounds (less than $45), respectively. Audio guides, which cost 7 pounds (less than $10), are also available to rent daily.”
* Source B also offers advice on why travellers might want to visit the museum depending on their interests. Finally, the last paragraph provides detailed information on the amenities and facilities available at the Museum.

Q3) You now need to refer only to Source B from lines 1 to 10.

 How does the writer use language to describe the experience of visiting the British Museum. [12 marks]

* The writer begins the article with the sentence: "The British Museum is both an architectural beauty and a trove of some of the world's most noted antiquities." The writer uses the metaphor 'beauty' to suggest to the reader that the actual appearance of the building is fantastic in itself, but also refers to the museum as a 'trove' or a store of valuable things, probably most often associated with treasures. The metaphor gives off connotations of gold, abundance and plenty.
* The writer paraphrases claims from other visitors to add authority and weight to their opinions: "In fact, many travelers say it's the best museum in all of London."
* The short sentence of, "What's more, it's free to visit" focuses in the reader on the fact that there is no admission cost, which makes the idea of a visit sound very tempting.
* The writer uses a triplet to list of the most significant artefacts on display at the Museum: "From the Rosetta Stone to the Elgin Marbles to the Lindow Man," and claims: "the British Museum is a history buff's dream containing artifacts in the millions." The term 'history buff' is designed to appeal to those readers with a keen interest in history and who consider themselves knowledgeable, but also the writer employs hyperbole to really accentuate the size and scale (and therefore the appeal) of the museum.
* The adjective 'immense' is used to refer to the Museum's collection, although the writer suggests this can be "overwhelming" for new visitors. By doing this the writer is able to win over those who perhaps do not consider themselves 'history buffs' but are intrigued or curious. The writer uses an imperative sentence as a form of advice: "Pick the exhibits that most interest you, and plan return trips if you feel so inclined." Additionally, the writer uses direct address ("you") to speak directly to the reader and helps to make the review that little bit more relevant.
* Again, the writer employs imperative sentences to advise the reader: "If you want a little help navigating the museum's 8 million objects, consider tagging along on a guided tour." The register is particularly informal, with "little help" and "tagging along" designed to disarm the reader and make them more likely to take on the writer's advice.

Q4) 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 perspectives on visiting the British Museum.

 In your answer, you could:

* compare their different perspectives on visiting the museum.
* compare the methods the writers use to convey their perspectives
* support your response with references to both texts.

 [16 marks]

* Both sources are written for very different sets of readers and have different purposes, which means that the tones, styles, registers and use of language in both are quite different to each other.
* Source A was written for readers of the famous All the Year Round magazine in the 1870s, so most likely a literate, middle class readership with a particular interest in reading and learning. An article that describes and explores the Reading Room of one of the world’s biggest museums would therefore be of particular interest to its audience. However, Source B is from a travel website that is intended for American tourists to read, therefore it offers a less in-depth and more over-arching summary of the whole museum for people who do not know the museum well or even the country.
* Source A goes into particular detail in describing the physical appearance of the reading room: "The huge domed hall behind him, his work and monument, is one of the wonders of Europe"; "It has the look nearly of a cathedral, with all the comfortable, furnished air of a "snug" library.” The language used throughout the article is verbose and eloquent: “It would be hard to give an idea of the first coup d'oeil; for there is literally nothing like it.” This is clearly intended to be read by someone with a wide vocabulary.
* In contrast, Source B uses a number of language features to help persuade and advise with regards to visiting the Museum. The writer begins their article by describing the Museum as, “both an architectural beauty and a trove of some of the world's most noted antiquities.” Both the metaphors of ‘beauty’ and ‘trove’ give off connotations of abundance and excitement which helps to hook the reader into the piece straight away, but the description is brief and only offers a taste of what is on offer, as opposed to Source B which provides a vivid account of the experiences the writer went through in visiting the reading room. For American tourists a brief summary of what is on offer, why they should go and helpful advice in visiting are exactly what they are looking for, whereas the readers of the All the Year Round article want to enjoy the description of the reading room and its inhabitants.
* Adding to this, the writer of Source A doesn’t just described their own experiences of visiting the reading room but takes on the role of a narrator explaining the story of the average visitor to the place: “The entrance to this hall is beset with difficulties. At the gate of the Museum, on a day when the reading-room only is open, the policemen and warders challenge the visitor with a "Reader, sir?" Allowed to pass, he crosses the open space”, notice the use of the third person ‘he’ at the end here. As is the case with using direct address in Source B to target the reader and make the piece seem more relevant, the writer here seems to be implying that these experiences did not just happen to him but happen to most people visiting the reading room, and puts the reader in the place of the visitor.
* Having said that, the writer of Source A does provide his own opinions about the reading room and gives us his own thoughts about the furniture (“Nothing more comfortable or convenient can be conceived), the staff (“A more intelligent, willing, and obliging class of men cannot be conceived, always ready to volunteer' assistance, even outside their special duty”) and the visitors themselves (“the behaviour of every one concerned is wonderful for propriety, and the room is for the most part as quiet and orderly as if it were a church.”) The writer uses a range of adjectives to convey his sense of awe and respect for these aspects of the Reading Room, and seems to get across a sense of comedic value in his descriptions of the experiences of the visitors trying to get to the room itself.
* In contrast, the tone of Source B is mostly professional but at times delves into a more informal register in the hope of disarming the reader and making them feel more relaxed about visiting the Museum (“If you want a little help navigating the museum's 8 million objects, consider tagging along on a guided tour”, plus the use of direct address within the review).