



Key Stage 3 Assessment Papers

ENGLISH LANGUAGE

Year 9 Live Pilot: Paper 1 “*Carrie’s War*”

The English team at AQA recognises the importance of supporting schools in tracking students’ progress in Key Stage 3. We are therefore keen to make these pilot assessment papers available to you as an integral part of planning and preparation to teach our newly reformed GCSE English Language specification, for first teaching from 2015, and first assessment in 2017.

This paper has been co-designed alongside the GCSE paper. It assesses the same Assessment Objectives in the same sequence, and in similar ways to the assessment strategy set out in the GCSE paper. As a result, it has the following advantages:

- it will allow you to build familiarity in your students so that they are well practised in the skills needed to succeed at GCSE
- it will help you to become confident in the assessment sequence and how progression works across both papers
- it uses the same principles of mark scheme so that you can gain an insight into its design and application
- in that the same questions in the same sequence will assess the same AOs, you can gain precise and diagnostic evidence of students’ progress – in essence, key **formative** insights into how secure students are in their skills development.

Some notes about live pilot status:

This cover sheet sets out ways that you can provide us with feedback throughout the pilot stage of development. We are keen to hear from you about your experience, as well as the experience of students in taking the assessments. We appreciate that the paper can be used in flexible ways too, and so would like to hear about how you have integrated it into your curriculum provision.

We will take account of all the feedback provided when we develop the next set of papers. In order to clarify how outcomes of papers can provide secure **summative reporting**, we intend to set up an Assessment Panel to further establish thinking and policy in this area. The Panel will be made up of assessment experts and examiners from AQA, as well as be open to subject stakeholders and schools. Please indicate your interest to join this panel on the feedback sheet.

Specific notes about this Year 9 Paper 1

- The choice of text fits in with the intended length of extract that will be used in GCSE papers, though is intended to be on a topic and theme that will interest readers in Year 9.
- We have looked to provide sufficient support for it to work as an unseen extract, for example, by setting out an explanation at the start and through some detailed notes as a glossary.
- It is a 20th century example of prose fiction.
- In this Year 9 Paper, we have looked to build on the Year 8 test and maintain the integrity of the GCSE sequence and weighting of assessment. We have given some additional support for students on this paper through the choice of text – choosing one from a current popular KS3 reader, rather than more challenging prose fiction that will be used in a GCSE live series. This is a key aspect of progression through the papers in the KS3 suite.

Feedback on the Paper:

We would welcome your feedback.

Please use the link below to provide feedback or to let us know if you are interested in taking part in our KS3 Assessment Panel.

{[Click here for feedback form](#)}



Key Stage 3

ENGLISH LANGUAGE

Provisional Year 9

Paper 1 Explorations in creative reading and writing

Duration (1 hour 45 minutes)

Materials

For this paper you must have:

- **Source A** – Provided as a loose insert

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

Advice

- You are advised to spend about 15 minutes reading through the source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

Forename:

Surname:

School

Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0	1
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Read again the first part of the source, **lines 1 to 5**.

List **four** things from this part of the text about Mr Evans.

[4 marks]

A. _____

B. _____

C. _____

D. _____

He would have bullied the children if he had thought they were frightened of him. But although Carrie was a little frightened, she didn't show it, and Nick wasn't frightened at all. He was frightened of Ogres and spiders and crabs and cold water and the dentist and dark nights, but he wasn't often frightened of people. Perhaps this was only because he had never had reason to be until he met Mr Evans, but he wasn't afraid of him, even after that first, dreadful night, because Mr Evans had false teeth that clicked when he talked. 'You can't really be scared of someone whose teeth might fall out,' he told Carrie.

You could include the writer's choice of:

- [8 marks]**

[illegible]

How has the writer **structured** the text to develop the first meeting?

- what the writer focuses your attention on at the beginning
- how and why the writer changes the focus as the extract develops
- any other structural features that you think help to develop the meeting.

[illegible]

[illegible]

Turn over for the next question

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0	5
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Your teacher wants you to contribute to a collection of creative writing. She will judge which pieces can go into the collection.

Either:

Write a description suggested by this picture:



Or:

Write a description about a person who has made a strong impression on you.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

[illegible]

END OF QUESTIONS

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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